



District Improvement Plan

Bloomfield Hills Schools

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

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 district engages stakeholders in a variety of ways to gather input, perspective, and data throughout the improvement process. Community and staff surveys are administered. Community partnership committees are utilized, including the District GET. Each school has their own SIP team that engages various stakeholders and the Learning Services Team works with the building SIP teams to analyze data and discuss goals.

The District Administrators have monthly meetings that include the following: Elem, MS, HS, Instructional Team, and ALL District. The meetings have agendas that include data analysis and items focused on student improvement.

The Board of Education has two standing committees, BIC (Board Instructional Committee) and FFLA (Facilities, Finance, and Legal Affairs). The agendas for these monthly meetings are posted and the public is invited to attend. Public comment is always encouraged. The BIC reviews the District Improvement Plan and process. In addition, the BIC provides feedback throughout the year on various topics presented by stakeholders within the school.

All district meetings are open to the public. To ensure representation from all stakeholder groups, the leader of each group is asked to appoint or invite representatives. Polls are used to create meeting times that accommodate stakeholders.

During the 2018-2019 school year, the Strategic Planning process involved many stakeholders to create goals and objectives. Many meetings were held both during school hours and in the evenings to accommodate schedules. The resulting goals created were a driving mechanism for the activities and strategies in the District Improvement Plan.

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

The overall goal is to have all stakeholders engage in the school and district improvement process. Programs won't improve schools; quality leaders that work with leaders to align improvement processes will improve schools so we emphasize the need for continuous professional development. Community members reviewed building level data at PTOC meetings throughout the year, led by building administrators and the superintendent. Data is shared at BIC and BOE meetings, where questions can be answered. The BIC has the responsibility of being the voice for the community. In addition, data is shared on the districts online Data Dashboard, to provide convenient access to all community stakeholders at any time.

The Instructional Leadership Team has critical roles in the development of the improvement plan. They are often responsible for being lead learners, leading Professional Development at the building level to ensure continuous improvement, gather feedback from the staff in the buildings, and share in a collaborative forum. The members are the main liaison to and from the larger group of stakeholders they represent.

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

District Improvement Plan

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The District Improvement plan follows a continuous process. Below is a brief summary of our continuous improvement process based on the time of year:

Fall

*Training for teachers is provided to support the DIP and Strategic Plan.

*Analysis of school level data is supported through the Learning Services Team to build efficacy and determine next action steps. The Learning Services Team shares district updates, including data, with the Instructional Leadership Team. Reflecting on the update, plans are made for current year and future actions.

*The BOE is provided achievement (data analysis) updates and well as any instructional shifts.

*An online Data Dashboard is updated for the community.

Winter

*Mid-Year data digs are supported through the Learning Services Team and action steps are generated both for the current and future years.

*Progress is communicated with the Board of Education.

*Culture/Climate data is shared with the community.

Spring

*The next year's DIP is drafted based on collaborative conversations along with data and reflection analysis.

*Future professional learning needs are discussed to plan for the upcoming year. *Annual Reports are updated and shared with the community.

*Connections are made between the DIP, SIPs, Strategic Plan, and Portrait of a Learner.

*BOE Feedback for the DIP is used for final DIP before submission to MDE.

Summer

*Schools submit their SIP. *Updates to community is provided with a printed newsletter in collaboration with the Communications Team.

District Improvement Plan 2019-2020

Overview

Plan Name

District Improvement Plan 2019-2020

Plan Description

The District Improvement Plan is an ongoing process of analysis, reflection, and action. The overall goal is to have all stakeholders engage in the school and district improvement process. Programs won't improve schools; quality leaders that work with leaders to align improvement processes will improve schools so we emphasize the need for continuous professional development. Below is a brief summary of our continuous improvement process based on the time of year:

Fall

*Training for teachers is provided to support the DIP and Strategic Plan.

*Analysis of school level data is supported through the Learning Services Team to build efficacy and determine next action steps.

The Learning Services Team shares district updates, including data, with the Instructional Leadership Team. Reflecting on the update, plans are made for current year and future actions.

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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 demonstrate growth in mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$7000
2	All students will demonstrate growth in English Language Arts.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$54500
3	All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$61000

Goal 1: All students will demonstrate growth in mathematics.

Measurable Objective 1:

A 2% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency "Target Met" as set by MDE's Proficiency Index in Mathematics by 06/30/2022 as measured by local and state assessments..

Strategy 1:

Math Instructional Design - Staff will provide experiential, student-centered learning, emphasizing research and inquiry across the curriculum, ensure ongoing opportunities

Category: Mathematics

Research Cited:

Gersten, Russell; Beckmann, Sybilla; Clarke, Benjamin; Foegen, Anne; Marsh, Laurel; Star, Jon R.; Witzel, Bradley, Assisting Students Struggling with Mathematics: Response to Intervention (Rti) for Elementary and Middle Schools, What Works Clearinghouse, 2009

Taking early action may be key to helping students struggling with mathematics. This guide is designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics. Students struggling with mathematics may benefit from early interventions aimed at improving their mathematics ability and ultimately preventing subsequent failure. Each recommendation is rated strong, moderate, or low based on the strength of the research evidence for the respective recommendation.

Hoover, John. (2008). National implementation of response to intervention (RTI)

The current national trend in today's schools is to meet the needs of struggling and at-risk learners through the implementation of multi-tiered response to intervention models. This research sought to better understand the national perspective of RTI by investigating the level of emphasis of current and projected state-wide efforts for implementing RTI from the perspectives of special education state department directors in all 50 states and the District of Columbia. An 86% response rate was obtained and every state indicated some emphasis on RTI either in current practice or in development. Statewide training efforts are underway in 90% of the states primarily emphasizing an overview of RTI, progress monitoring and the use of data-driven decision-making. The areas receiving less training emphasis include culturally responsive RTI and roles of educators in implementing response to intervention. Over one-third of the states indicated that they plan to use RTI, in part, as a replacement or supplement to the learning disability discrepancy model. In addition, most states indicated that they are or plan to use a combined problem solving-standard treatment protocol model for making multi-tiered RTI decisions. Suggestions for additional research are also provided. Data were gathered during the spring and summer, 2007.

Marzano, Robert J. Classroom Instruction That Works : Research-Based Strategies for Increasing Student Achievement. Alexandria, Va. :Association for Supervision

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and Curriculum Development, 2001.

Provides research on the best strategies for raising student achievement through classroom instruction. It is a guide for educators of students in K-12, providing research evidence, statistical data, and case studies. Nine categories of instructional strategies that maximize student learning are introduced, along with the pertinent information to understand and synthesize each.

Ritchhart, Ron; Church, Mark; Morrison, Karin. Making Thinking Visible Hoboken, NJ: Jossey-Bass, 2011.

Visible Thinking is a research-based approach to teaching thinking, begun at Harvard's Project Zero, that develops students' thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, Visible Thinking is a varied collection of practices, including thinking routines (small sets of questions or a short sequence of steps) as well as the documentation of student thinking. Using this process, thinking becomes visible as the students' different viewpoints are expressed, documented, discussed and reflected upon.

Tier: Tier 1

Activity - Teaching for conceptual understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Lead teachers in continued implementation and reflection of aligned curricular resources.</p> <p>Provide professional learning opportunities to engage teachers in the study of instructional strategies to further support advanced mathematical understanding within the classroom.</p> <p>All K-5 teachers and support staff will receive continued support for enVision 2.0 to support newly adopted elementary curricular materials and instructional design. Teachers will engage in study around instructional strategies to teach and reinforce conceptual understanding in mathematics.</p> <p>Design professional learning focused on the role of discourse in the classroom for all K-8 staff.</p> <p>Schools: All Schools</p>	Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2021	\$5000	Title II Part A	Math Teacher Leaders, IB Teacher Leaders, Learning Services Team

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Activity - Small group support in math instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our general education resource room supports, students who are struggling with mathematical concepts will receive support in a smaller environment. Student placement in this support is driven by data collected at the classroom and building level. Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	06/30/2022	\$0	General Fund	Math Teacher Leader, Math Teachers, Support Teacher, Learning Services Team

Strategy 2:

Math Curriculum Alignment - Staff will work toward providing all students a rigorous curriculum aligned to standards.

Category: Mathematics

Research Cited:

enVisionmath2.0 Common Core is a comprehensive mathematics curriculum for Grades K-5. It offers the flexibility of print, digital, or blended instruction.

enVisionmath2.0 provides the focus, coherence, and rigor of the Common Core State Standards. Project-based learning, visual learning strategies, and extensive customization options empower every teacher and student.

Connected Mathematics 3, or CMP3, is an inquiry-based mathematics program for Grades 6-8. It helps students actively focus on math problem solving, reasoning and proof, communication, representation, and connections. These math practices require students to look deeper and connect problem solving to practical situations.

Funded in part by the National Science Foundation, and developed through Michigan State University, CMP3 provides a powerful inquiry model for learning mathematics. Connect mathematical ideas to students' everyday world

Big Ideas Math: A Bridge to Success Algebra 1, Geometry, and Algebra 2 is a research-based program providing a rigorous, focused, and coherent curriculum for high school students. Dr. Ron Larson and Dr. Laurie Boswell utilized their expertise as well as the body of knowledge collected by additional mathematicians and researchers to develop each course.

Big Ideas Math has been systematically developed using learning and instructional theory to ensure the quality of instruction. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. The program incorporates chapter learning targets and success criteria to put the focus on student learning, making the learning visible to teachers and to the students themselves. Students master content through inductive reasoning opportunities, engaging explorations that provide deeper understanding, concise stepped-out examples, rich, thought-provoking exercises, and a continual building on what has been previously taught.

Gersten, Russell; Beckmann, Sybilla; Clarke, Benjamin; Foegen, Anne; Marsh, Laurel; Star, Jon R.; Witzel, Bradley, *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*, What Works Clearinghouse, 2009

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Tier: Tier 1

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Activity - Professional learning for instructional alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Teacher Leader will continue to provide opportunities for teachers to engage in vertical and horizontal alignment conversations and formative assessment to determine student's progress of math standards proficiency. Schools: All Schools	Curriculum Development, Supplemental Materials, Walkthrough, Teacher Collaboration, Materials, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	General Fund	Math Teacher Leader, Math Teachers, Support Teacher, Data & Assessment Coordinator, & Instructional Specialists

Strategy 3:

Build Culture of Math Assessment for Learning - Build a culture of using assessment that allows multiple ways for students to show evidence of learning.

Category: Mathematics

Research Cited:

W. James Popham is Emeritus Professor in the UCLA Graduate School of Education and Information Studies. Popham is the author of more than 30 books, 200 journal articles, 50 research reports, and nearly 200 papers presented before research societies.

Stiggins, Rick, The Perfect Assessment System, ASCD 2017

Stiggins offers a bold plan for reforming assessment practice and culture to generate accurate accountability data, improve classroom instruction, and support student learning and well-being.

Michigan Assessment Consortium (MAC)

Guided by the needs of education practitioners, the MAC engages in study and action research to add to collective knowledge about effective assessment practice. We collaborate with others to develop new resources and tools that support assessment literacy and the use of high quality balanced assessment systems.

Tier: Tier 1

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Activity - Professional Learning and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively with common assessments as a systematic approach to determine interventions, monitor progress, improve learning, and share successful instructional practices. Collaborate with Algebra 1 teachers to utilize our new resource to update common End of Course Exams. Lead math teachers to grow in formative assessment practices through the work of FAME (Formative Assessment for Michigan Educators). Schools: All Schools	Professional Learning, Teacher Collaboration	Tier 1		07/01/2019	06/30/2022	\$1000	General Fund	Math Teacher Leader, Math Teachers, Support Teachers, Administrators, Learning Services Team

Goal 2: All students will demonstrate growth in English Language Arts.

Measurable Objective 1:

A 2% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency "Target Met" as set by MDE's Proficiency Index. in English Language Arts by 06/30/2022 as measured by local and state assessments..

Strategy 1:

Alignment of ELA Instruction, Assessment, and Resources - Employ instructional strategies, assessments, and resources to meet the needs of the students. - Teachers will meet in grade level teams to align instructional strategies, assessments and resources based on best practices in writing instruction. Teachers will teach literary essays, writing the argument and informational writing as appropriate for each grade level. Specific skills for academic writing will be taught, including claim, evidence and analytical commentary. The writing processes of pre-writing, writing, revising, and editing will be modeled and expected. Students will produce formal and informal writing pieces using increasingly complex writing skills each year. Teachers will create and consistently use assessment criteria rubrics. Teachers in grades K-5 will utilize Calkin's Writing Pathways rubrics to provide feedback to student writing.

Category: English/Language Arts

Research Cited: Lucy Calkins, Columbia University; MYP assessment criteria; PYP Inquiry Units of Study; Harvard's Project Zero Visible Thinking; Perkin's, Making Learning Whole; Oakland Schools Units of Study

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Tier: Tier 1

Activity - Small group support in reading instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Interventionists support students who read below grade level benchmark will receive flexible and targeted small group instruction. Strategies employed with students include pre-teaching, re-teaching, reflection, differentiated resources, etc. Student placement in this support is driven by data collected at the classroom and building level.</p> <p>Schools: Eastover Elementary School</p>	Professional Learning, Direct Instruction	Tier 2	Implement	07/01/2019	06/30/2020	\$41000	Title I Part A	Reading Recovery Teachers, Principals, Reading Recovery Teacher Leader, General Education Resource Teacher, English Learner Coordinators, English Learner Teachers

Activity - Explicit skill development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Writing Pathways - Use of learning progressions to scaffold and build skills throughout the academic year.</p> <p>Use of text bands of complexity for individualized instruction in conferring and small group, using formative assessment processes.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1		09/01/2017	06/30/2019	\$1000	General Fund	Instructional Staff, Teacher Leaders, LST Team, English Learner Coordinators, English Learner Teachers

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Activity - Instructional Framework Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p> <p>Schools: Way Elementary School, East Hills Middle School, West Hills Middle School, Eastover Elementary School, Lone Pine Elementary School, Bloomfield Hills Middle School, Conant Elementary School</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	General Fund	Teachers, ELA Teacher Leader, Administrators, LST Team

Activity - Professional Learning and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will work collaboratively using assessments and evidence of student learning in a systematic approach to determine interventions, monitor progress, improve learning, and share successful instructional practices.</p> <p>Continue to develop and support the implementation of a district learning lab structure as a mechanism for ongoing, job-embedded professional learning. Instructional Specialists will partner with building principals, teacher leaders and building leadership groups to engage in facilitated observations targeted to support literacy learning.</p> <p>Classroom teachers, ESL teachers, Special Education teachers and Interventionists will identify students that struggle and partner to increase literacy growth across the content areas. Sheltered Instruction Observation Protocols will be used in K-5 classrooms to support English Language learners and receive daily instruction by a general education teacher who has been trained in best practices for language and literacy development for English Learners.</p> <p>Reading Recovery Interventionists attend monthly Reading Recovery learning sessions to continue to grow best practice literacy strategies.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2021	\$8000	General Fund	Instructional Staff, Teacher Leaders, administrators, Learning Services Team, Reading Recovery Teachers, Reading Recovery Teacher Leader, English Learner Coordinator, English Learner Teachers
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Activity - Build Culture of ELA Assessment for Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers use screener, diagnostic and formative assessment systems in grades K-9. NWEA, Fountas & Pinnell Benchmark Assessment System, and teacher created tools will be used to monitor student progress and design appropriate individualized instruction.</p> <p>K-8 instructional staff will continue to utilize the Writing Pathways' Learning Continuum to inform classroom instruction. Feedback and formative assessment will support writers' growth in all genre. Professional development around these rubrics will build alignment with K-8 writing instruction.</p> <p>K-10 instructional staff will engage in grade-level common writing assessments twice per year. Teachers will collaborate to norm student writing with a common rubric. Student exemplars will be selected to be used as models for future writing instruction.</p> <p>A Formative Assessment Team (FAME) will study formative assessment tools and utilize learning progressions to guide student goal setting and self-assessment.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2021</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Instructional Staff, Administrators, Learning Services Team, English Learner Coordinators</p>
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Activity - Learning Dispositions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and Administrators engage in action research/study around the use of core dispositions and the elements of the portrait of a learner to engage readers and writers in ways that promote responsible action and perspective taking within the local and global community</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2021</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Teachers, Media Specialists, Informational Technology staff, Teacher Leaders, administrators., Learning Services Team</p>

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Activity - K-12 ELA Instructional Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and support the implementation of vertically aligned literacy instruction in K-12 classrooms. Instructional Specialists will partner with building principals to set school literacy goals and work to support these goals through coaching, teacher leadership/capacity building and broader professional development. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2021	\$1500	General Fund	Instructional Staff, Teacher Leaders, administrators, LST Team

Goal 3: 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 all students, families and community members by 06/30/2022 as measured by student, staff and community surveys..

Strategy 1:

Collaborate to increase behavior that is culturally responsive and inclusive of all students, families and community members - The district will facilitate Global Champion training for teams of teachers, administrators, community members, and central office staff ensuring broad representation from each building/department. The goal of the training is to come up with a team of stakeholders who will serve, support and develop culturally responsive behaviors. Global Champions will serve as advocates for all students and families. Students will also be included in training.

Category: Other - Culture and Climate

Research Cited: Block, Peter. Community: the Structure of Belonging. Berrett-Koehler Publishers, 2018.

Looking at the fragmentation of communities, Peter Block pushes us to look at how community is built, and how to make transformation. Through six conversations layered with thoughtful questions, Block helps us vision our community to one of possibility, generosity, and gifts. This further develops into communities where questions are more important than answers, and structures that foster a sense of belonging.

Emdin, Christopher. For White Folks Who Teach in the Hood.. and the Rest of Y'all Too. Beacon Press, 2016.

Emdin pushes educators to consider education in a different way than traditionally structured. Knowing that students of color are consistently being underserved in all communities, Emdin asks educators to see that the success of their students is directly related to their own beliefs in students' capabilities. Growing classroom families and surrounding students with love along with high expectations is a key to success.

Gorski, Paul C. *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*. Teachers College Press. 2018

Gorski provides a framework for Equity Literacy that challenges stereotypes and beliefs and debunks the ideas of "poverty mindset." There are 12 principles of equity literacy that are laid out and explained that forces schools to take a deep look at institutional change that will actually redistribute access and opportunity. He shows how what educators believe about students experiencing poverty informs how educators attempt to reach them.

Howard, Gary R. *We Can't Teach What We Don't Know*. Teachers College Press. 2016

Howard provides real, actionable strategies to implement into the classroom to address opportunity gaps within our school systems. He digs deep into individual teachers self-reflection and understanding specifically around the role of whiteness within our educational systems. He is able to bridge the language of theory with the language of practice in a way that makes sense for all educators.

Hammond, Zaretta. *Culturally Responsive Teaching and the Brain*. Corwin. 2015.

Hammond pushes educators to see that culturally responsive teaching has shown great promise in creating a framework for which to approach the opportunity gaps in our school systems, knowing that true implementation has continued to be a struggle for many educators. With a very important understanding of how the brain functions, Hammond takes that easily into the classroom, preparing students to be independent learners. She pushes educators that these changes are not easy, as any valuable change is not.

Blankenstein, Alan M. and Noguera, Pedro. *Excellence Through Equity*. ASCD. 2016.

This research is framed around the ideas of Courageous Leadership. Through five guiding principles, Blankenstein and Noguera push educational leaders to understand that equity is about giving every student what they need and is not about equality. A path to equity is laid out through other educational leaders that challenges anyone who is reading to get to their personal core in order to give students the true education that they deserve. Case studies are presented as opportunities to learn and grow through the work of others.

Ferguson, Ronald F. "Elements of a 21st Century Movement for Excellence with Equity." *The Journal of Negro Education*, vol. 83, no. 2, 2014, p. 103., doi:10.7709/jnegroeducation.83.2.0103.

Tier: Tier 1

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Activity - Dismantling Racism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In a partnership with Birmingham Public Schools, to understand racism and effectively begin dismantling it, we will bring together diverse people from our communities to explore our own racial identities, and understand how the social construction of race and the history of oppression has contributed to current societal issues that impact our schools, work and neighborhoods.. Through structured dialogues and protocols, participants will experience personal growth and development as well as tools to deconstruct racism within our communities.</p> <p>Schools: All Schools</p>	Community Engagement, Professional Learning, Parent Involvement, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2019	06/30/2021	\$5000	General Fund	Administrator for Social-Emotional Learning and Educational Equity

Activity - Global Champions Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the Global Champions training, participants will learn to: Examine the dynamics and impact of individual and institutional lenses and biases. Looking at the fabric of community and how it is formed through a shared sense of belonging. Through a framework of culturally responsive teaching and neuroscience, exploring how to support students to become independent learners Understand the principles of Equity Literacy, and use a framework to consider issues of equity throughout Bloomfield Hills Schools Recognize that culture is the way that our brains make sense of the world, and explore the impact of culture throughout our community Understand the critical role of self-awareness and emotional self-management for adults working with children. Understand that a commitment to equity is a commitment to justice, to a fair distribution of access and opportunity.</p> <p>Schools: All Schools</p>	Policy and Process, Community Engagement, Professional Learning, Parent Involvement, Behavioral Support Program, Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2021	\$50000	Title II Part A	District administrators and building principals and Administrator for Social-Emotional Learning and Educational Equity

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Activity - District Global Education Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District GET exists to build a community that supports a restorative culture through relationships and educational equity for all.</p> <p>Schools: All Schools</p>	<p>Policy and Process, Community Engagement, Academic Support Program, Parent Involvement, Behavioral Support Program, Curriculum Development</p>	Tier 2	Implement	07/01/2019	06/30/2022	\$1500	General Fund	Administrator of Assessment Literacy and School Improvement, Central Office administration

Activity - Providing transportation to eligible McKinney-Vento students to and from school.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide transportation to eligible McKinney-Vento students to and from school.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	Tier 3	Implement	07/01/2019	06/30/2021	\$1500	Title I Part A	District McKinney-Vento Liaison

Activity - Student Voice workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Bloomfield Hills Schools

<p>Student Voice workshops are learning opportunities for students to engage in leading the creation of equitable and inclusive school environments. There are 2 of these sessions available for high school students. In addition, there is advanced session for those interested in facilitating this workshop for elementary/middle school students.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2021	\$1500	General Fund	School administrators, staff and Administrator for Social-Emotional Learning and Educational Equity
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Activity - Modeling Equitable Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Develop a districtwide Assistant Principal Cohort network focused on designing staff meetings and building based professional learning around equitable and inclusive practices. In addition, the cohort will develop a common discipline process and practices around Restorative Practices.</p> <p>Schools: All Schools</p>	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2021	\$0	No Funding Required	School administrators, Learning Services Team, Administrator for Social-Emotional Learning and Educational Equity

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Bloomfield Hills Schools

Staff will deepen their understanding of how to strengthen relationships with individuals as well as social connections within community through restorative practices training. Schools: All Schools	Professional Learning	Tier 1		07/01/2019	06/30/2022	\$1500	General Fund	Staff, Administrators, Learning Services Team, Administrator for Social-Emotional Learning and Educational Equity
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching for conceptual understanding	<p>Lead teachers in continued implementation and reflection of aligned curricular resources.</p> <p>Provide professional learning opportunities to engage teachers in the study of instructional strategies to further support advanced mathematical understanding within the classroom.</p> <p>All K-5 teachers and support staff will receive continued support for enVision 2.0 to support newly adopted elementary curricular materials and instructional design. Teachers will engage in study around instructional strategies to teach and reinforce conceptual understanding in mathematics.</p> <p>Design professional learning focused on the role of discourse in the classroom for all K-8 staff.</p>	Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2021	\$5000	Math Teacher Leaders, IB Teacher Leaders, Learning Services Team

District Improvement Plan

Bloomfield Hills Schools

Global Champions Training	During the Global Champions training, participants will learn to: Examine the dynamics and impact of individual and institutional lenses and biases. Looking at the fabric of community and how it is formed through a shared sense of belonging. Through a framework of culturally responsive teaching and neuroscience, exploring how to support students to become independent learners Understand the principles of Equity Literacy, and use a framework to consider issues of equity throughout Bloomfield Hills Schools Recognize that culture is the way that our brains make sense of the world, and explore the impact of culture throughout our community Understand the critical role of self-awareness and emotional self-management for adults working with children. Understand that a commitment to equity is a commitment to justice, to a fair distribution of access and opportunity.	Policy and Process, Community Engagement, Professional Learning, Parent Involvement, Behavioral Support Program, Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2021	\$50000	District administrators and building principals and Administrator for Social-Emotional Learning and Educational Equity
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Modeling Equitable Leadership	Develop a districtwide Assistant Principal Cohort network focused on designing staff meetings and building based professional learning around equitable and inclusive practices. In addition, the cohort will develop a common discipline process and practices around Restorative Practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2021	\$0	School administrators, Learning Services Team, Administrator for Social-Emotional Learning and Educational Equity

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Bloomfield Hills Schools

Providing transportation to eligible McKinney-Vento students to and from school.	Provide transportation to eligible McKinney-Vento students to and from school.	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2021	\$1500	District McKinney-Vento Liaison
Small group support in reading instruction	Interventionists support students who read below grade level benchmark will receive flexible and targeted small group instruction. Strategies employed with students include pre-teaching, re-teaching, reflection, differentiated resources, etc. Student placement in this support is driven by data collected at the classroom and building level.	Professional Learning, Direct Instruction	Tier 2	Implement	07/01/2019	06/30/2020	\$41000	Reading Recovery Teachers, Principals, Reading Recovery Teacher Leader, General Education Resource Teacher, English Learner Coordinators, English Learner Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Dismantling Racism	In a partnership with Birmingham Public Schools, to understand racism and effectively begin dismantling it, we will bring together diverse people from our communities to explore our own racial identities, and understand how the social construction of race and the history of oppression has contributed to current societal issues that impact our schools, work and neighborhoods.. Through structured dialogues and protocols, participants will experience personal growth and development as well as tools to deconstruct racism within our communities.	Community Engagement, Professional Learning, Parent Involvement, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2019	06/30/2021	\$5000	Administrator for Social-Emotional Learning and Educational Equity

District Improvement Plan

Bloomfield Hills Schools

<p>Build Culture of ELA Assessment for Learning</p>	<p>Teachers use screener, diagnostic and formative assessment systems in grades K-9. NWEA, Fountas & Pinnell Benchmark Assessment System, and teacher created tools will be used to monitor student progress and design appropriate individualized instruction.</p> <p>K-8 instructional staff will continue to utilize the Writing Pathways' Learning Continuum to inform classroom instruction. Feedback and formative assessment will support writers' growth in all genre. Professional development around these rubrics will build alignment with K-8 writing instruction.</p> <p>K-10 instructional staff will engage in grade-level common writing assessments twice per year. Teachers will collaborate to norm student writing with a common rubric. Student exemplars will be selected to be used as models for future writing instruction.</p> <p>A Formative Assessment Team (FAME) will study formative assessment tools and utilize learning progressions to guide student goal setting and self-assessment.</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2021</p>	<p>\$1000</p>	<p>Instructional Staff, Administrators, Learning Services Team, English Learner Coordinators</p>
<p>Professional Learning and Collaboration</p>	<p>Teachers will work collaboratively with common assessments as a systematic approach to determine interventions, monitor progress, improve learning, and share successful instructional practices.</p> <p>Collaborate with Algebra 1 teachers to utilize our new resource to update common End of Course Exams.</p> <p>Lead math teachers to grow in formative assessment practices through the work of FAME (Formative Assessment for Michigan Educators).</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2022</p>	<p>\$1000</p>	<p>Math Teacher Leader, Math Teachers, Support Teachers, Administrators, Learning Services Team</p>

District Improvement Plan

Bloomfield Hills Schools

Restorative Practices	Staff will deepen their understanding of how to strengthen relationships with individuals as well as social connections within community through restorative practices training.	Professional Learning	Tier 1		07/01/2019	06/30/2022	\$1500	Staff, Administrators, Learning Services Team, Administrator for Social-Emotional Learning and Educational Equity
Explicit skill development	Writing Pathways - Use of learning progressions to scaffold and build skills throughout the academic year. Use of text bands of complexity for individualized instruction in conferring and small group, using formative assessment processes.	Professional Learning	Tier 1		09/01/2017	06/30/2019	\$1000	Instructional Staff, Teacher Leaders, LST Team, English Learner Coordinators, English Learner Teachers
K-12 ELA Instructional Alignment	Develop and support the implementation of vertically aligned literacy instruction in K-12 classrooms. Instructional Specialists will partner with building principals to set school literacy goals and work to support these goals through coaching, teacher leadership/capacity building and broader professional development.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2021	\$1500	Instructional Staff, Teacher Leaders, administrators, LST Team
Student Voice workshops	Student Voice workshops are learning opportunities for students to engage in leading the creation of equitable and inclusive school environments. There are 2 of these sessions available for high school students. In addition, there is advanced session for those interested in facilitating this workshop for elementary/middle school students.	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2021	\$1500	School administrators, staff and Administrator for Social-Emotional Learning and Educational Equity

District Improvement Plan

Bloomfield Hills Schools

Instructional Framework Development	<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Teachers, ELA Teacher Leader, Administrators, LST Team
Learning Dispositions	Teachers and Administrators engage in action research/study around the use of core dispositions and the elements of the portrait of a learner to engage readers and writers in ways that promote responsible action and perspective taking within the local and global community	Professional Learning	Tier 1		07/01/2019	06/30/2021	\$1000	Teachers, Media Specialists, Informational Technology staff, Teacher Leaders, administrators., Learning Services Team
Professional learning for instructional alignment	The Math Teacher Leader will continue to provide opportunities for teachers to engage in vertical and horizontal alignment conversations and formative assessment to determine student's progress of math standards proficiency.	Curriculum Development, Supplemental Materials, Walkthrough, Teacher Collaboration, Materials, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Math Teacher Leader, Math Teachers, Support Teacher, Data & Assessment Coordinator, & Instructional Specialists

District Improvement Plan

Bloomfield Hills Schools

<p>Professional Learning and Collaboration</p>	<p>Teachers will work collaboratively using assessments and evidence of student learning in a systematic approach to determine interventions, monitor progress, improve learning, and share successful instructional practices.</p> <p>Continue to develop and support the implementation of a district learning lab structure as a mechanism for ongoing, job-embedded professional learning. Instructional Specialists will partner with building principals, teacher leaders and building leadership groups to engage in facilitated observations targeted to support literacy learning.</p> <p>Classroom teachers, ESL teachers, Special Education teachers and Interventionists will identify students that struggle and partner to increase literacy growth across the content areas. Sheltered Instruction Observation Protocols will be used in K-5 classrooms to support English Language learners and receive daily instruction by a general education teacher who has been trained in best practices for language and literacy development for English Learners.</p> <p>Reading Recovery Interventionists attend monthly Reading Recovery learning sessions to continue to grow best practice literacy strategies.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2021</p>	<p>\$8000</p>	<p>Instructional Staff, Teacher Leaders, administrators, Learning Services Team, Reading Recovery Teachers, Reading Recovery Teacher Leader, English Learner Coordinators, English Learner Teachers</p>
<p>Small group support in math instruction</p>	<p>Through our general education resource room supports, students who are struggling with mathematical concepts will receive support in a smaller environment. Student placement in this support is driven by data collected at the classroom and building level.</p>	<p>Academic Support Program, Supplemental Materials, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2022</p>	<p>\$0</p>	<p>Math Teacher Leader, Math Teachers, Support Teacher, Learning Services Team</p>

District Improvement Plan

Bloomfield Hills Schools

District Global Education Team	District GET exists to build a community that supports a restorative culture through relationships and educational equity for all.	Policy and Process, Community Engagement, Academic Support Program, Parent Involvement, Behavioral Support Program, Curriculum Development	Tier 2	Implement	07/01/2019	06/30/2022	\$1500	Administrator of Assessment Literacy and School Improvement, Central Office administration
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching for conceptual understanding	<p>Lead teachers in continued implementation and reflection of aligned curricular resources.</p> <p>Provide professional learning opportunities to engage teachers in the study of instructional strategies to further support advanced mathematical understanding within the classroom.</p> <p>All K-5 teachers and support staff will receive continued support for enVision 2.0 to support newly adopted elementary curricular materials and instructional design. Teachers will engage in study around instructional strategies to teach and reinforce conceptual understanding in mathematics.</p> <p>Design professional learning focused on the role of discourse in the classroom for all K-8 staff.</p>	Professional Learning, Supplemental Materials, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2021	\$5000	Math Teacher Leaders, IB Teacher Leaders, Learning Services Team
Dismantling Racism	<p>In a partnership with Birmingham Public Schools, to understand racism and effectively begin dismantling it, we will bring together diverse people from our communities to explore our own racial identities, and understand how the social construction of race and the history of oppression has contributed to current societal issues that impact our schools, work and neighborhoods.. Through structured dialogues and protocols, participants will experience personal growth and development as well as tools to deconstruct racism within our communities.</p>	Community Engagement, Professional Learning, Parent Involvement, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	07/01/2019	06/30/2021	\$5000	Administrator for Social-Emotional Learning and Educational Equity

District Improvement Plan

Bloomfield Hills Schools

Global Champions Training	During the Global Champions training, participants will learn to: Examine the dynamics and impact of individual and institutional lenses and biases. Looking at the fabric of community and how it is formed through a shared sense of belonging. Through a framework of culturally responsive teaching and neuroscience, exploring how to support students to become independent learners Understand the principles of Equity Literacy, and use a framework to consider issues of equity throughout Bloomfield Hills Schools Recognize that culture is the way that our brains make sense of the world, and explore the impact of culture throughout our community Understand the critical role of self-awareness and emotional self-management for adults working with children. Understand that a commitment to equity is a commitment to justice, to a fair distribution of access and opportunity.	Policy and Process, Community Engagement, Professional Learning, Parent Involvement, Behavioral Support Program, Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2021	\$50000	District administrators and building principals and Administrator for Social-Emotional Learning and Educational Equity
District Global Education Team	District GET exists to build a community that supports a restorative culture through relationships and educational equity for all.	Policy and Process, Community Engagement, Academic Support Program, Parent Involvement, Behavioral Support Program, Curriculum Development	Tier 2	Implement	07/01/2019	06/30/2022	\$1500	Administrator of Assessment Literacy and School Improvement, Central Office administration
Providing transportation to eligible McKinney-Vento students to and from school.	Provide transportation to eligible McKinney-Vento students to and from school.	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2021	\$1500	District McKinney-Vento Liaison

District Improvement Plan

Bloomfield Hills Schools

Small group support in math instruction	Through our general education resource room supports, students who are struggling with mathematical concepts will receive support in a smaller environment. Student placement in this support is driven by data collected at the classroom and building level.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	06/30/2022	\$0	Math Teacher Leader, Math Teachers, Support Teacher, Learning Services Team
Explicit skill development	Writing Pathways - Use of learning progressions to scaffold and build skills throughout the academic year. Use of text bands of complexity for individualized instruction in conferring and small group, using formative assessment processes.	Professional Learning	Tier 1		09/01/2017	06/30/2019	\$1000	Instructional Staff, Teacher Leaders, LST Team, English Learner Coordinators, English Learner Teachers
Student Voice workshops	Student Voice workshops are learning opportunities for students to engage in leading the creation of equitable and inclusive school environments. There are 2 of these sessions available for high school students. In addition, there is advanced session for those interested in facilitating this workshop for elementary/middle school students.	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2021	\$1500	School administrators, staff and Administrator for Social-Emotional Learning and Educational Equity
Professional learning for instructional alignment	The Math Teacher Leader will continue to provide opportunities for teachers to engage in vertical and horizontal alignment conversations and formative assessment to determine student's progress of math standards proficiency.	Curriculum Development, Supplemental Materials, Walkthrough, Teacher Collaboration, Materials, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Math Teacher Leader, Math Teachers, Support Teacher, Data & Assessment Coordinator, & Instructional Specialists

District Improvement Plan

Bloomfield Hills Schools

<p>Professional Learning and Collaboration</p>	<p>Teachers will work collaboratively using assessments and evidence of student learning in a systematic approach to determine interventions, monitor progress, improve learning, and share successful instructional practices.</p> <p>Continue to develop and support the implementation of a district learning lab structure as a mechanism for ongoing, job-embedded professional learning. Instructional Specialists will partner with building principals, teacher leaders and building leadership groups to engage in facilitated observations targeted to support literacy learning.</p> <p>Classroom teachers, ESL teachers, Special Education teachers and Interventionists will identify students that struggle and partner to increase literacy growth across the content areas. Sheltered Instruction Observation Protocols will be used in K-5 classrooms to support English Language learners and receive daily instruction by a general education teacher who has been trained in best practices for language and literacy development for English Learners.</p> <p>Reading Recovery Interventionists attend monthly Reading Recovery learning sessions to continue to grow best practice literacy strategies.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2021</p>	<p>\$8000</p>	<p>Instructional Staff, Teacher Leaders, administrators, Learning Services Team, Reading Recovery Teachers, Reading Recovery Teacher Leader, English Learner Coordinator, English Learner Teachers</p>
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District Improvement Plan

Bloomfield Hills Schools

<p>Build Culture of ELA Assessment for Learning</p>	<p>Teachers use screener, diagnostic and formative assessment systems in grades K-9. NWEA, Fountas & Pinnell Benchmark Assessment System, and teacher created tools will be used to monitor student progress and design appropriate individualized instruction.</p> <p>K-8 instructional staff will continue to utilize the Writing Pathways' Learning Continuum to inform classroom instruction. Feedback and formative assessment will support writers' growth in all genre. Professional development around these rubrics will build alignment with K-8 writing instruction.</p> <p>K-10 instructional staff will engage in grade-level common writing assessments twice per year. Teachers will collaborate to norm student writing with a common rubric. Student exemplars will be selected to be used as models for future writing instruction.</p> <p>A Formative Assessment Team (FAME) will study formative assessment tools and utilize learning progressions to guide student goal setting and self-assessment.</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2021</p>	<p>\$1000</p>	<p>Instructional Staff, Administrators, Learning Services Team, English Learner Coordinators</p>
<p>Modeling Equitable Leadership</p>	<p>Develop a districtwide Assistant Principal Cohort network focused on designing staff meetings and building based professional learning around equitable and inclusive practices. In addition, the cohort will develop a common discipline process and practices around Restorative Practices.</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2021</p>	<p>\$0</p>	<p>School administrators, Learning Services Team, Administrator for Social-Emotional Learning and Educational Equity</p>

District Improvement Plan

Bloomfield Hills Schools

Professional Learning and Collaboration	<p>Teachers will work collaboratively with common assessments as a systematic approach to determine interventions, monitor progress, improve learning, and share successful instructional practices.</p> <p>Collaborate with Algebra 1 teachers to utilize our new resource to update common End of Course Exams.</p> <p>Lead math teachers to grow in formative assessment practices through the work of FAME (Formative Assessment for Michigan Educators).</p>	Professional Learning, Teacher Collaboration	Tier 1		07/01/2019	06/30/2022	\$1000	Math Teacher Leader, Math Teachers, Support Teachers, Administrators, Learning Services Team
Learning Dispositions	Teachers and Administrators engage in action research/study around the use of core dispositions and the elements of the portrait of a learner to engage readers and writers in ways that promote responsible action and perspective taking within the local and global community	Professional Learning	Tier 1		07/01/2019	06/30/2021	\$1000	Teachers, Media Specialists, Informational Technology staff, Teacher Leaders, administrators., Learning Services Team
K-12 ELA Instructional Alignment	Develop and support the implementation of vertically aligned literacy instruction in K-12 classrooms. Instructional Specialists will partner with building principals to set school literacy goals and work to support these goals through coaching, teacher leadership/capacity building and broader professional development.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2021	\$1500	Instructional Staff, Teacher Leaders, administrators, LST Team
Restorative Practices	Staff will deepen their understanding of how to strengthen relationships with individuals as well as social connections within community through restorative practices training.	Professional Learning	Tier 1		07/01/2019	06/30/2022	\$1500	Staff, Administrators, Learning Services Team, Administrator for Social-Emotional Learning and Educational Equity

District Improvement Plan

Bloomfield Hills Schools

West Hills Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Framework Development	<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Teachers, ELA Teacher Leader, Administrators, LST Team

Way Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Framework Development	<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Teachers, ELA Teacher Leader, Administrators, LST Team

Lone Pine Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Bloomfield Hills Schools

Instructional Framework Development	<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Teachers, ELA Teacher Leader, Administrators, LST Team
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Eastover Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group support in reading instruction	Interventionists support students who read below grade level benchmark will receive flexible and targeted small group instruction. Strategies employed with students include pre-teaching, re-teaching, reflection, differentiated resources, etc. Student placement in this support is driven by data collected at the classroom and building level.	Professional Learning, Direct Instruction	Tier 2	Implement	07/01/2019	06/30/2020	\$41000	Reading Recovery Teachers, Principals, Reading Recovery Teacher Leader, General Education Resource Teacher, English Learner Coordinators, English Learner Teachers
Instructional Framework Development	<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Teachers, ELA Teacher Leader, Administrators, LST Team

District Improvement Plan

Bloomfield Hills Schools

East Hills Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Framework Development	<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Teachers, ELA Teacher Leader, Administrators, LST Team

Conant Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Framework Development	<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Teachers, ELA Teacher Leader, Administrators, LST Team

Bloomfield Hills Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Bloomfield Hills Schools

Instructional Framework Development	<p>A workshop approach to instruction is implemented in all K-5 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment tools.</p> <p>IB Teacher Leaders will coordinate with the English Teacher Leader to lead teachers in developing common rubrics for Argument, Information, and Narrative writing to align with the necessary MYP Criteria.</p>	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2021	\$1000	Teachers, ELA Teacher Leader, Administrators, LST Team
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