



School Improvement Plan

East Hills Middle School

Bloomfield Hills Schools

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Bloomfield Hills, MI 48304-1830

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Introduction

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

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

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

2019-2020 East Hills Middle School - School Improvement Plan 6-21-19

Overview

Plan Name

2019-2020 East Hills Middle School - School Improvement Plan 6-21-19

Plan Description

2019-2020 East Hills Middle School - School Improvement Plan 6-21-19

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at East Hills Middle School will be known and valued.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$5750
2	All students at East Hills will become proficient in literacy skills across disciplines.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$13000

Goal 1: All students at East Hills Middle School will be known and valued.

Measurable Objective 1:

demonstrate a behavior of all East Hills Middle School students being known and valued by 06/12/2020 as measured by qualitative evidence of student engagement using tools such as the Bloomfield Hills Schools Teacher Evaluation Instrument (specifically Knowledge of Students and Creating an Environment of Rapport and Respect) and the BHS Community Survey.

Strategy 1:

Positive and Inclusive School Culture - A positive and inclusive school culture will be developed by providing a renewed emphasis on global competency and equity programming, Restorative Practices, effective practices using neuroscience research, Positive Behavior Interventions and Supports (PBIS) as well as providing space for the creation of new and innovative approaches to support an intentional positive school culture for students, families, teachers, and staff.

Category: School Culture

Research Cited: PBIS literature; Marilyn Price Mitchell, Youth Development and Education; Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity; Literature on neuroscience; Munirah Mawusi, Consultant; Global Workforce Development; Jay B. Marks, Oakland Schools--Social Justice Project and Culturally Responsive Teaching; Marty Chaffee, Oakland Schools--Leadership and Personality Training; Ruby Payne; Glenn Singleton, Courageous Conversations about Race

Tier: Tier 1

Activity - East Hills Spread the Gratitude and Happiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East Hills Cav Time Teams (4th-8th grade classroom time for lessons promoting inclusion, mentoring, and school community); Global Education Team work - student leadership opportunities and mentoring; Random Act of Kindness (initiated by staff and students); Student-centered positivity group (school signage); Middle school student leadership council and elementary service squad actions; Staff appreciation activities; Visible communication and instruction of the International Baccalaureate Learner Profile; New signage celebrating district and building culture and community; Social activities for staff- "Food for Thought"; Revamp Student of the Month; Global Leaders student-led announcements; Coffee House Days; School-Wide Lib Dub/Photo	Community Engagement	Tier 1	Implement	08/26/2019	06/12/2020	\$250	Other	All East Hills Staff and Students, Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity

Activity - Global Competency Learning, BHS Portrait of a Learner Work, and Anti-Bullying Campaign	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mentor Programming; IB-MYP Service as Action focus area for middle school grades; Mix-it up lunches; Stand4Change Campaign - Defeat the Label; District and School Global Education Team (GET) District-focused activities - Global Champions; Middle School Student Global Leaders; Restorative Practices; and Institute for Healing Racism; Work with district police liaison officer and further develop curriculum including social media component aligned and supported by health curriculum; Bloomfield Hills Schools Community Survey or other surveys	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$3000	Title II Part A	All East Hills Staff and Students, Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity
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Activity - Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer mentoring (peer-to-peer, elementary-to-middle school, middle school-to-high school with support from counselors, social worker, and district administrator for social-emotional learning and educational equity); East Hills Cav Time Teams (4th-8th grade classroom time for lessons promoting inclusion, mentoring, and school community); Students and staff will develop teacher and student mentoring opportunities across grade levels; eighth-grade students more involved with fourth-grade students in classrooms; seventh-grade students more involved with fifth-grade students in classrooms; and more focused use of approaches to learning time and alternative schedules to support school climate; counselors, front office, and staff will further develop and build upon existing safe places for students to reach out to adults when needed; teachers will participate in vertical articulation meetings during transition times beginning and end of school year - Grade-Level Transitions staff meeting (beginning of year) and Student Profile district forms (formerly BHS-MAP forms at end of the year)	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$250	Other	All East Hills Staff and Students, Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity

Activity - Achievement Gap Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue to build upon the work started with Munirah Mawusi - consultant from Global Workforce Development, with Bill Boyle - outside consultant and former BHS Director of Equity Programming; and with Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity on sustaining and improving equity and inclusion efforts to align building practices with district areas of focus; Continue to partner with Bloomfield Hills Schools District and Building Global Education Teams (GET) programs and initiatives; further and continue to develop an outside speakers program - Wednesday Winner's Circle with identified speakers each month focused on supporting the achievement of all students; create a monthly focus at staff meetings for addressing achievement gap and school climate concerns (authentic utilization).	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$2000	Title II Part A	All East Hills Staff and Students, Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity
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Activity - Peer to Peer Link Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on how to implement a Link Program that will support peer-to-peer interactions within the building. The focus of the program is to assist all students in working together to break down social, emotional, and physical barriers that can keep special needs students from experiencing full inclusion in the school community.	Behavioral Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$250	General Fund	Director of Special Education - Jennifer Perrone; Building Administration and Instructional Staff (Sean Strasberger, Kristin Siegfried, Gina Rockwood-Foss, Amy Goodwin and Marcia Schumacher)

Goal 2: All students at East Hills will become proficient in literacy skills across disciplines.

Measurable Objective 1:

demonstrate a proficiency of 60% on M-STEP, NWEA, Fountas and Pinnell BAS, IB-MYP Criterion-based assessments, and other assessments by 06/12/2020 as measured by the same assessments listed above.

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Strategy 1:

Balanced Literacy Across Disciplines - We will implement balanced instructional practices focused on essential literacy skills that support students as communicators, researchers, and thinkers across disciplines. Staff identified specific International Baccalaureate Middle Years Programme Approaches to Learning skills that support literacy learning in all the content areas taught in the school. Staff collaborated across content areas to determine instructional activities that would develop student skill sets in the areas of communication, research, and thinking.

Category: Other - All Disciplines Taught in the School

Research Cited: Literacy in Every Classroom, Educational Leadership, February 2017

"Fostering Meaningful Middle School Literacy Learning: Investigating Beliefs and Practices" in Voices From the Middle, September 2011; Palmer, P. (2018, September 17)

Visible Thinking. Retrieved from <http://www.pz.harvard.edu/projects/visible-thinking>

Decoding Media Bias – Lesson Plan. (n.d.). Retrieved from <http://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>:

Moeller, A. K., Ketsman, O., & Masmaliyeva, L. (n.d.). The Essentials of Vocabulary Teaching: From Theory to Practice. Retrieved from <https://digitalcommons.unl.edu/teachlearnfacpub/171/>;

Ritchhart, R., Church, M., & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. San Francisco, CA: Jossey-Bass.:

Ylvisaker, M. (n.d.). Tutorial: Advance Organizers. Retrieved from http://www.projectlearnnet.org/tutorials/advance_organizers.html

Tier: Tier 1

Activity - Use and Interpret a Range of Discipline Specific Terms and Symbols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Use and interpret a range of discipline-specific terms and symbols -Vocabulary practice: Kahoot, Google Forms, Vocab.com, vocabulary mind maps -Using context clues to determine meaning of unknown words -Word wall -Semantic maps -Study of affixes -Frayer Model</p> <p>Teachers design a variety of instructional practices which promote long-term retention of vocabulary words and critical thinking skills that allow readers to determine meaning of unknown words and increase comprehension of advanced texts.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Activity - Conceptualize and Organize Ideas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Use brainstorming and visual diagrams to generate ideas and inquiries. Teachers across all subject areas employ graphic organizers, small and whole-group discussion, anchor charts and other visible thinking techniques to collaborate, share, record and reflect upon ideas and questions.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Activity - Communication of Ideas and Information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Communicate information and ideas effectively to multiple audiences using a variety of media formats. Teachers model and engage students in presenting information using a variety of platforms including but not limited to:</p> <ul style="list-style-type: none"> -Educational blogs -iMovie -Flipgrid -Newscasts -Google Classroom -Process Journals -Interviews -Oral and written presentations -Cookbooks, and -Google Slide presentations 	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Activity - Developing Media Literacy Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers and staff will continue to implement the use of instructional opportunities that help students locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources of media. Activities generated to support these skills include:</p> <ul style="list-style-type: none"> -Developing relevant research questions, -Narrow research topics or expand ideas for search, -Use of graphic organizers learning how to search print and digital resources, -Evaluate credible sources, -Lessons on research and plagiarism, -Evaluating and selecting information/digital tools based on their appropriateness for a specific task. 	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Activity - Gather and Organize Relevant Information for an Argument	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Gather and organize relevant information to formulate an argument. Teachers and staff will continue to instruct, model and engage students in learning opportunities that allow them to outline information for the purposes of argument writing, including the development of a claim, evidence, reasoning, counter-claim and rebuttal. Resources for this include graphic organizers, Readwritehink.org, and Purdue OWL.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Activity - Developing Arguments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Practice flexible thinking; develop multiple, opposing, contradictory and complementary arguments (From International Baccalaureate Approaches to Learning Skill Category - Creative Thinking Skills). Teachers will help facilitate teaching and learning experiences which allow students to develop multiple perspectives and arguments through various activities, including:</p> <ul style="list-style-type: none"> -Circle of Viewpoints -Chalk-Talk, -Claim-Evidence-Reason (to develop a common language and understanding), -Debate opportunities, -Argument writing, and -Other Visible Thinking Routines. 	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Activity - Writing for Different Purposes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers across all disciplines will engage students to write for different purposes that include, but are not limited to the following: -Persuasive writing, -Informational writing, -Narrative writing, -Poetry, -Note-taking, -Reflections and -Correspondence.</p> <p>In math class, for example, students in the Middle Years Programme Mathematics are assessed on criteria focusing on communication and reflection on math processes and findings. Another example is interactive science notebooks, where students record their findings and reflect following a lab or demonstration, answer the lesson question, and draw connections from their learning experience to the overall unit theme.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Strategy 2:

Use of Fountas and Pinnell to Support Instructional Strategies - The Fountas and Pinnell Benchmark Assessment (BAS) will identify literacy needs that will further develop the ability of students in 4th and 5th grades to think within the text, beyond the text, and about the text using the instructional strategy of Reader's and Writer's Workshop.

Category: English/Language Arts

Research Cited: Fountas & Pinnell Benchmark Assessment System (1 and 2): The Research Base Fountas, I.C. & Pinnell, G.S.

Resnick, L. B., & Hampton, S. (2009). Reading and writing grade by grade. Newark, DE: International Reading Association.

Reader's & Writer's Workshop The Reading & Writing Project Teachers College, Columbia University

Serravallo, J. (2017). The writing strategies book: Your everything guide to developing skilled writers with 300 strategies.

Beers, G. K., & Probst, R. E. (2013). Notice & note: Strategies for close reading.

Tier: Tier 1

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Activity - Teacher Training in Fountas and Pinnell	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to train elementary (4th and 5th grade teachers) through professional learning and administrative conferencing how to analyze and evaluate information from Fountas and Pinnell Benchmark Assessment System (BAS) reports regarding each specific student's performance to support classroom instruction aimed at improving student literacy and other aspects of literacy teaching and learning, particularly for students in sub-groups that do not perform well on standardized assessments.</p>	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$1000	General Fund	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
Activity - Teacher Training on Reader's and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Continue to train elementary (4th and 5th grade) teachers and begin to train middle school (6th/7th/8th grade) English Language Arts teachers through professional learning and administrative conferencing how to implement Reader’s and Writer’s Workshop to support classroom instruction aimed at improving student literacy and other aspects of literacy teaching and learning, particularly for students in sub-groups that do not perform well on standardized assessments. Continue to grow the district practice of Literacy Instructional Rounds Lab</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Activity - Monitor Implementation of Reader’s and Writer’s Workshop Instructional Strategies that Support the Skill of Summarizing Fiction and Non-Fiction Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Monitor the implementation of the Reader’s and Writer’s Workshop instructional strategies that support the skill of summarizing fiction and non-fiction text using some of the identified activities:</p> <ul style="list-style-type: none"> -Somebody-Wanted-But-So (nonfiction) -Oral & written plot summaries (fiction) -Graphic organizers & Oakland Schools templates -Teacher modeling -Write a summary yourself of a text that students know or have read and ask students to analyze what makes it a summary. -Begin the process with short texts that do not have too many details and are easier to summarize. -Work together to create a group summary, selecting and deleting details. -Record a retelling of a text on chart paper and turn it into a summary. -Have students work in pairs to create alternative summaries that are concise and include only the necessary details. -Have each student write a summary and then share it with a partner. -Ask students to summarize a text in their Reader's Notebook, and respond to this summary in the letter you write back. -Encourage students to practice summarizing by making book talks to recommend books to their friends 	Monitor	Tier 1	Monitor	08/26/2019	06/12/2020	\$1000	General Fund	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Activity - Monitor Implementation of Reader’s and Writer’s Workshop Instructional Strategies that Support the Skill of Identifying the Author’s Craft/Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Monitor the implementation of the Reader’s and Writer’s instructional strategies that support the skill of identifying the author’s craft/purpose using some of the identified activities listed below: -Questioning the author -Analyzing author’s language and structure of a text -Use of anchor charts -PIE (Persuade, Inform, Entertain) -Author’s study -Whole class novels -Mentor texts -Study of characterization and character development in a fiction text. -Teacher modeling -Whole-class discussion</p>	Monitor	Tier 1	Monitor	08/26/2019	06/12/2020	\$1000	General Fund	All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff
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Activity - Monitor Implementation of Readers’ and Writers’ Instructional Strategies that Support the Skill of Identifying the Theme/Author’s Message of a Work of Fiction or Nonfiction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Monitor the implementation of Reader's and Writer's Workshop instructional strategies that support the skill of identifying the theme/author's message of a work of fiction or nonfiction using some of the identified activities listed below:</p> <ul style="list-style-type: none"> -Novel/Author studies -Close reading -Graphic organizers -Anchor charts (visible thinking) -Activities for fiction -Book club discussion groups -Modeling through teacher read aloud -Mentor texts -Analyze Plot in fiction texts 	Monitor	Tier 1	Monitor	08/26/2019	06/12/2020	\$1000	General Fund	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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Strategy 3:

Using Formative and Summative Assessments to Support Learning - A balanced approach to formative and summative assessments will be created to support authentic learning through the development of critical thinking, transfer, problem solving and synthesis skills.

Category: Other - Authentic Assessment Across Disciplines

Research Cited: "The Impact of Formative Assessment and Learning Intentions on Student Achievement" in Hanover Research, August 2014;

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge.

In Scherer, M. (2016). On formative assessment: Readings from Educational leadership.

Marzano, L. (n.d.). Classroom Assessment and Grading that Work.

Tier: Tier 1

Activity - Implementation of Task-Specific Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Plan, implement, and reflect on task-specific formative and summative assessments for all subjects, emphasizing academic language application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples of student work with each other and building administration that demonstrates proficiency and student achievement. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.</p>	<p>Other - Assessment</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>General Fund</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Wendy Osterman-BHS Assessment Specialist; and BHS Learning Services Team staff</p>
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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
Global Competency Learning, BHS Portrait of a Learner Work, and Anti-Bullying Campaign	Mentor Programming; IB-MYP Service as Action focus area for middle school grades; Mix-it up lunches; Stand4Change Campaign - Defeat the Label; District and School Global Education Team (GET) District-focused activities - Global Champions; Middle School Student Global Leaders; Restorative Practices; and Institute for Healing Racism; Work with district police liaison officer and further develop curriculum including social media component aligned and supported by health curriculum; Bloomfield Hills Schools Community Survey or other surveys	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$3000	All East Hills Staff and Students, Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity
Achievement Gap Support	Continue to build upon the work started with Munirah Mawusi - consultant from Global Workforce Development, with Bill Boyle - outside consultant and former BHS Director of Equity Programming; and with Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity on sustaining and improving equity and inclusion efforts to align building practices with district areas of focus; Continue to partner with Bloomfield Hills Schools District and Building Global Education Teams (GET) programs and initiatives; further and continue to develop an outside speakers program - Wednesday Winner's Circle with identified speakers each month focused on supporting the achievement of all students; create a monthly focus at staff meetings for addressing achievement gap and school climate concerns (authentic utilization).	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$2000	All East Hills Staff and Students, Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity

Other

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East Hills Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentor Program	Peer mentoring (peer-to-peer, elementary-to-middle school, middle school-to-high school with support from counselors, social worker, and district administrator for social-emotional learning and educational equity); East Hills Cav Time Teams (4th-8th grade classroom time for lessons promoting inclusion, mentoring, and school community); Students and staff will develop teacher and student mentoring opportunities across grade levels; eighth-grade students more involved with fourth-grade students in classrooms; seventh-grade students more involved with fifth-grade students in classrooms; and more focused use of approaches to learning time and alternative schedules to support school climate; counselors, front office, and staff will further develop and build upon existing safe places for students to reach out to adults when needed; teachers will participate in vertical articulation meetings during transition times beginning and end of school year - Grade-Level Transitions staff meeting (beginning of year) and Student Profile district forms (formerly BHS-MAP forms at end of the year)	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$250	All East Hills Staff and Students, Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity
East Hills Spread the Gratitude and Happiness	East Hills Cav Time Teams (4th-8th grade classroom time for lessons promoting inclusion, mentoring, and school community); Global Education Team work - student leadership opportunities and mentoring; Random Act of Kindness (initiated by staff and students); Student-centered positivity group (school signage); Middle school student leadership council and elementary service squad actions; Staff appreciation activities; Visible communication and instruction of the International Baccalaureate Learner Profile; New signage celebrating district and building culture and community; Social activities for staff- "Food for Thought"; Revamp Student of the Month; Global Leaders student-led announcements; Coffee House Days; School-Wide Lib Dub/Photo	Community Engagement	Tier 1	Implement	08/26/2019	06/12/2020	\$250	All East Hills Staff and Students, Margaret Schultz, BHS Administrator for Social-Emotional Learning and Educational Equity

General Fund

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

East Hills Middle School

<p>Use and Interpret a Range of Discipline Specific Terms and Symbols</p>	<p>Use and interpret a range of discipline-specific terms and symbols -Vocabulary practice: Kahoot, Google Forms, Vocab.com, vocabulary mind maps -Using context clues to determine meaning of unknown words -Word wall -Semantic maps -Study of affixes -Frayer Model</p> <p>Teachers design a variety of instructional practices which promote long-term retention of vocabulary words and critical thinking skills that allow readers to determine meaning of unknown words and increase comprehension of advanced texts.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Writing for Different Purposes</p>	<p>Teachers across all disciplines will engage students to write for different purposes that include, but are not limited to the following: -Persuasive writing, -Informational writing, -Narrative writing, -Poetry, -Note-taking, -Reflections and -Correspondence.</p> <p>In math class, for example, students in the Middle Years Programme Mathematics are assessed on criteria focusing on communication and reflection on math processes and findings. Another example is interactive science notebooks, where students record their findings and reflect following a lab or demonstration, answer the lesson question, and draw connections from their learning experience to the overall unit theme.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Teacher Training on Reader's and Writer's Workshop</p>	<p>Continue to train elementary (4th and 5th grade) teachers and begin to train middle school (6th/7th/8th grade) English Language Arts teachers through professional learning and administrative conferencing how to implement Reader's and Writer's Workshop to support classroom instruction aimed at improving student literacy and other aspects of literacy teaching and learning, particularly for students in sub-groups that do not perform well on standardized assessments. Continue to grow the district practice of Literacy Instructional Rounds Lab</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Implementation of Task-Specific Formative and Summative Assessments</p>	<p>Plan, implement, and reflect on task-specific formative and summative assessments for all subjects, emphasizing academic language application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples of student work with each other and building administration that demonstrates proficiency and student achievement. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.</p>	<p>Other - Assessment</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Wendy Osterman-BHS Assessment Specialist; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Teacher Training in Fountas and Pinnell</p>	<p>Continue to train elementary (4th and 5th grade teachers) through professional learning and administrative conferencing how to analyze and evaluate information from Fountas and Pinnell Benchmark Assessment System (BAS) reports regarding each specific student's performance to support classroom instruction aimed at improving student literacy and other aspects of literacy teaching and learning, particularly for students in sub-groups that do not perform well on standardized assessments.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Monitor Implementation of Reader's and Writer's Workshop Instructional Strategies that Support the Skill of Summarizing Fiction and Non-Fiction Text</p>	<p>Monitor the implementation of the Reader's and Writer's Workshop instructional strategies that support the skill of summarizing fiction and non-fiction text using some of the identified activities: -Somebody-Wanted-But-So (nonfiction) -Oral & written plot summaries (fiction) -Graphic organizers & Oakland Schools templates -Teacher modeling -Write a summary yourself of a text that students know or have read and ask students to analyze what makes it a summary. -Begin the process with short texts that do not have too many details and are easier to summarize. -Work together to create a group summary, selecting and deleting details. -Record a retelling of a text on chart paper and turn it into a summary. -Have students work in pairs to create alternative summaries that are concise and include only the necessary details. -Have each student write a summary and then share it with a partner. -Ask students to summarize a text in their Reader's Notebook, and respond to this summary in the letter you write back. -Encourage students to practice summarizing by making book talks to recommend books to their friends</p>	<p>Monitor</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Gather and Organize Relevant Information for an Argument</p>	<p>Gather and organize relevant information to formulate an argument. Teachers and staff will continue to instruct, model and engage students in learning opportunities that allow them to outline information for the purposes of argument writing, including the development of a claim, evidence, reasoning, counter-claim and rebuttal. Resources for this include graphic organizers, Readwritehink.org, and Purdue OWL.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

Developing Arguments	Practice flexible thinking; develop multiple, opposing, contradictory and complementary arguments (From International Baccalaureate Approaches to Learning Skill Category - Creative Thinking Skills). Teachers will help facilitate teaching and learning experiences which allow students to develop multiple perspectives and arguments through various activities, including: -Circle of Viewpoints -Chalk-Talk, -Claim-Evidence-Reason (to develop a common language and understanding), -Debate opportunities, -Argument writing, and -Other Visible Thinking Routines.	Other - Disciplinary Literacy	Tier 1	Implement	08/26/2019	06/12/2020	\$1000	All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff
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School Improvement Plan

East Hills Middle School

<p>Communication of Ideas and Information</p>	<p>Communicate information and ideas effectively to multiple audiences using a variety of media formats. Teachers model and engage students in presenting information using a variety of platforms including but not limited to: -Educational blogs -iMovie -Flipgrid -Newscasts -Google Classroom -Process Journals -Interviews -Oral and written presentations -Cookbooks, and -Google Slide presentations</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Developing Media Literacy Skills</p>	<p>Teachers and staff will continue to implement the use of instructional opportunities that help students locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources of media. Activities generated to support these skills include: -Developing relevant research questions, -Narrow research topics or expand ideas for search, -Use of graphic organizers learning how to search print and digital resources, -Evaluate credible sources, -Lessons on research and plagiarism, -Evaluating and selecting information/digital tools based on their appropriateness for a specific task.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
<p>Peer to Peer Link Program</p>	<p>Staff will receive training on how to implement a Link Program that will support peer-to-peer interactions within the building. The focus of the program is to assist all students in working together to break down social, emotional, and physical barriers that can keep special needs students from experiencing full inclusion in the school community.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$250</p>	<p>Director of Special Education - Jennifer Perrone; Building Administration and Instructional Staff (Sean Strasberger, Kristin Siegfried, Gina Rockwood-Foss, Amy Goodwin and Marcia Schumacher)</p>

School Improvement Plan

East Hills Middle School

<p>Monitor Implementation of Reader's and Writer's Workshop Instructional Strategies that Support the Skill of Identifying the Author's Craft/Purpose</p>	<p>Monitor the implementation of the Reader's and Writer's instructional strategies that support the skill of identifying the author's craft/purpose using some of the identified activities listed below: -Questioning the author -Analyzing author's language and structure of a text -Use of anchor charts -PIE (Persuade, Inform, Entertain) -Author's study -Whole class novels -Mentor texts -Study of characterization and character development in a fiction text. -Teacher modeling -Whole-class discussion</p>	<p>Monitor</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Monitor Implementation of Readers' and Writers' Instructional Strategies that Support the Skill of Identifying the Theme/Author's Message of a Work of Fiction or Nonfiction</p>	<p>Monitor the implementation of Reader's and Writer's Workshop instructional strategies that support the skill of identifying the theme/author's message of a work of fiction or nonfiction using some of the identified activities listed below: -Novel/Author studies -Close reading -Graphic organizers -Anchor charts (visible thinking) -Activities for fiction -Book club discussion groups -Modeling through teacher read aloud -Mentor texts -Analyze Plot in fiction texts</p>	<p>Monitor</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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School Improvement Plan

East Hills Middle School

<p>Conceptualize and Organize Ideas</p>	<p>Use brainstorming and visual diagrams to generate ideas and inquiries. Teachers across all subject areas employ graphic organizers, small and whole-group discussion, anchor charts and other visible thinking techniques to collaborate, share, record and reflect upon ideas and questions.</p>	<p>Other - Disciplinary Literacy</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2019</p>	<p>06/12/2020</p>	<p>\$1000</p>	<p>All East Hills teachers and staff. Jason Rubel-Building Principal; Bridget Reynaert-Instructional Specialist; Julia Beattie-IB Teacher-Leader; Laura Amatulli-Media Specialist; Liza Lauter-ELA Teacher Leader; and BHS Learning Services Team staff</p>
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