BH

Bloomfield Hills Schools

REPORT

BHS Continuous Improvement Mid-Year Report March 2022

CONTENTS

A Sense of Belonging in

Bloomfield Hills Schools

Vision of Bloomfield Hills Schools Learning

Our district is continually focused on our portrait of a learner, we collectively lean on:

*Our disposition toward **grappling with complexities**.*
A learner who can grapple with complexities can
persevere in the face of multi-layered processes, ideas, and problems.
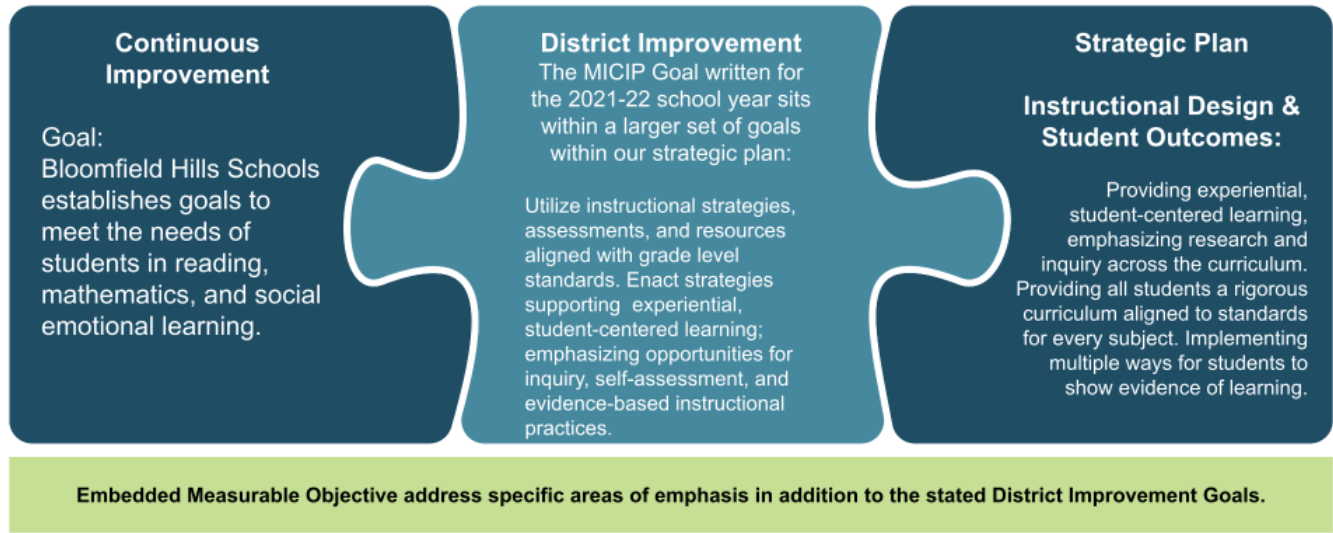*They can display resilience in the face of challenges and change.*

The goal of Continuous Improvement Plan is to move forward content learning with the BHS community through activities that ask students to inquire, engage and reflect.

Connections within the community are equally as important. As we hope to climb out of the COVID-19 pandemic, **this is not a time to disconnect but rather to connect, learn and collaborate in new ways.** The goal of the BHS Continuous Learning Plan is for all members of the BHS community to feel supported and understand that no one is alone.

Executive Summary & Opening Statement

As the COVID-19 global pandemic continues into the 2021-22 school year, we continue to anticipate that students may be developing a wider range of academic challenges than in previous years. We expect that students will need additional academic, social and emotional support to make expected gains. Staff continue to collaborate with each other as they examine student work and determine next learning steps for each individual child. The majority of students began the school year with in-person learning. A few students, less than 100, started school with one of our virtual options. . At the time of this update, late February, many students have returned to full-time in-person learning. Our virtual option now has just under 60 students. Our district is committed to assuring that despite these continued challenges through COVID-19, this plan will focus on advancing the wellness and achievement of all students. The district designed the learning objectives of the continuous improvement process to be supported with District MICIP improvement goals, strategies, and activities while striving to meet the ambitious vision of the Strategic Plan.

Alignment of Learning Objectives

Continuous Improvement

Goal:
Bloomfield Hills Schools establishes goals to meet the needs of students in reading, mathematics, and social emotional learning.

District Improvement

The MICIP Goal written for the 2021-22 school year sits within a larger set of goals within our strategic plan:

Utilize instructional strategies, assessments, and resources aligned with grade level standards. Enact strategies supporting experiential, student-centered learning; emphasizing opportunities for inquiry, self-assessment, and evidence-based instructional practices.

Strategic Plan

Instructional Design & Student Outcomes:

Providing experiential, student-centered learning, emphasizing research and inquiry across the curriculum. Providing all students a rigorous curriculum aligned to standards for every subject. Implementing multiple ways for students to show evidence of learning.

Embedded Measurable Objective address specific areas of emphasis in addition to the stated District Improvement Goals.

The goals, objectives, and strategies in this report outline areas of priority for Bloomfield Hills Schools. Teachers, administration, and parent representatives that joined in a collaborative effort during the BHS MICIP stakeholder meeting to analyze data, identify strategies, and outline next steps.

Potential Factors Impacting District Data Reliability:

- *Assessment delivery spanned across in person and virtual learning delivery formats.*
- *Various literacy assessments were used due to copyright laws between in person and virtual learning models to gauge student reading levels, causing small variance.*
- *The FastBridge demographic filter tool is anticipated to be functional during the spring of 2022. All data is manually calculated, which takes time.*
- *Student and staff absences due to COVID-19 illness may have impacted the scores.*

Our commitment to the community

The BHS Continuous Improvement Plan outlines our commitment to providing a supportive environment that promotes learning, critical thinking, creativity and a sense of connectedness to teachers and peers.

Together we will do our very best to meet the needs of our diverse student population.

The well-being of our students, families, and staff is a top priority. It is possible that these times could lead to anxiety. We continue to develop and implement resources supporting the social emotional needs for students, teachers, and family. If at any time someone feels that a counselor or social worker is needed to assist a student, a family, or a colleague, please reach out to your building administrator and/or building counselor or social work staff.

Be assured you are supported! Our goal is to move learning forward using a thoughtful and meaningful approach. We have a support system surrounding you (Learning Services Team, Administrators, Teacher Leaders, Learning Specialists, and the Technology Team).

We will continue to strive to create a learning experience that *meets the needs of all members of the community to the best of our ability.*

BHS Strategic Plan Academic Objectives

LST Strategic Plan Goal: BHS will provide an educational experience where all learners are empowered to reach their unique potential reflecting the BHS "Portrait of a Learner".						
(Objective 1) Providing experiential, student-centered learning, emphasizing a high level of effective research and inquiry throughout the curriculum.	**(Objective 4)** Providing all students a rigorous curriculum aligned to standards for every subject.	**(Objective 3)** Implementing multiple ways for students to show evidence of learning.	**(Objective 6)** Ensuring that students of all abilities are offered the consistent and coherent support needed to reach their potential (MTSS, 504, IEP, etc.)	**(Objective 2)** Optimizing our use of time to best support the learning needs of students and staff.	**(Objective 5)** Ensuring ongoing opportunities for student choice and voice across all disciplines.	**(Objective 7)** Educating the whole child and intentionally planning for the social/emotional well-being of all students.
Instructional Design & Student Outcomes: *Providing experiential, student-centered learning, emphasizing research and inquiry across the curriculum [1]. Providing all students a rigorous curriculum aligned to standards for every subject [4]. Implementing multiple ways for students to show evidence of learning [3].*			**Program Design & Time Allocation** *Ensuring that students of all abilities are offered the consistent and coherent support needed to reach their potential [6]. while optimizing our use of time to best support the learning needs of students and staff [2].*		**Equitable & Inclusive Schools** *Ensuring ongoing opportunities for student choice and voice across all disciplines[5]. Educating the whole child and intentionally planning for the social/emotional well-being of all students[7].*	

Educational Goals

Reading Goal: Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.

Mathematics Goal: Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.
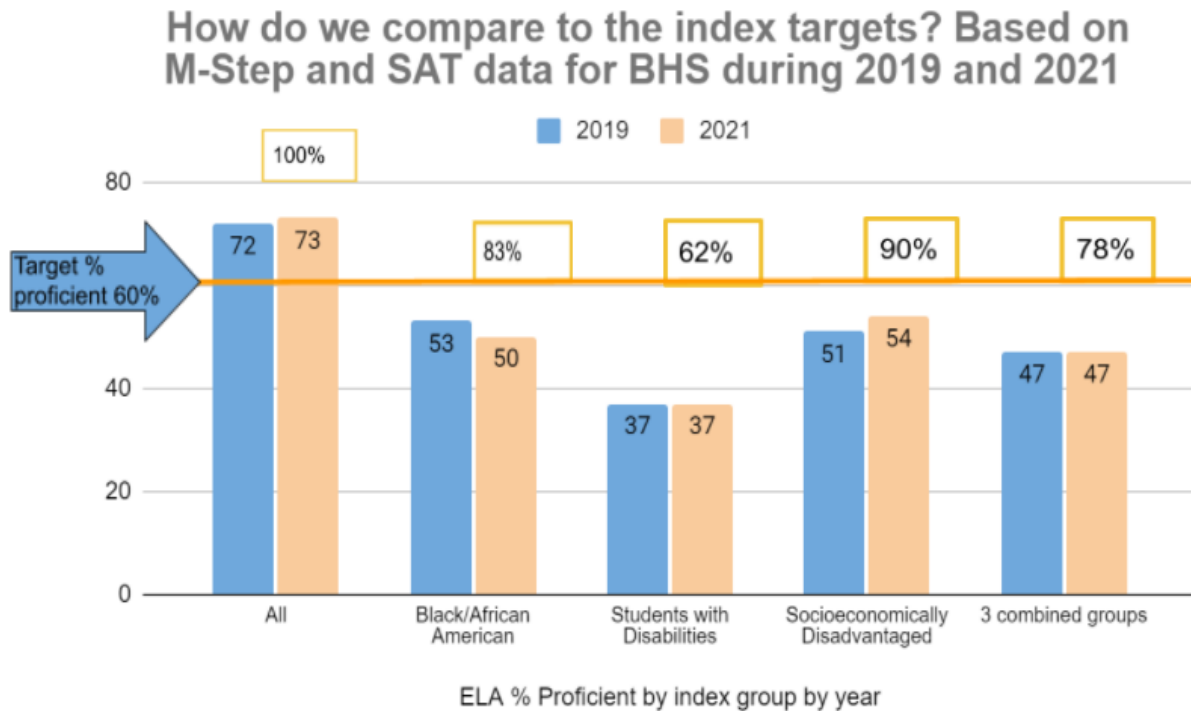
Social Emotional Learning (SEL): Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.

Middle of Year District Data Summary - ELA

ELA

- Based on the 2021 ELA M-Step and SAT combined data for BHS, all students are at 73% proficiency. The MDE proficiency target is 60%. We met or exceeded the state's proficiency target. The graph shows we are at 100% of this goal. For Black or African American students we are at 50% proficiency, we are 83% of the way to 100%. For students with disabilities we are at 37%, we are at 62% of the state's target. For students who are economically disadvantaged we are at 54%, which is 90% of the way to the state index target of 60% (see Figure 1).
- Based on the 2021 ELA M-Step data, we are above the state and county average in every grade level (see Figure 2). Bloomfield ranked 2nd in the county at 69.3% proficient for grades 3-7, as compared to nearby districts. Bloomfield is above the county average of 51.4% and the state average of 41%.
- BHS is above Oakland County averages for all *student groups* for M-Step ELA.
- BHS FastBridge benchmark assessment data shows that the district percentage of students on track, or meeting the benchmark norm, was 80% in the fall and 76% in the winter. The breakdown by grade level is shown in Figure 2. The benchmark norm increases for students at each testing window. This means that our students grew with the increasing benchmark for each grade level.
- The Fountas & Pinnell fall data, shown in Figure 3, shows that our students remained at similar reading levels across the last three years (2018, 2019, 2020). Students maintained their reading levels coming into the fall of 2020 during the COVID-19 pandemic. The Fall 2021 scores show that our percentage of students reading at or above grade level increased this fall. (Figure 3)
- The FastBridge Fall to Winter data, shown in Figure 3, shares the median percentile value of growth in the distribution of scores across buildings. The number represents the student median percentile for that group of students. The graph shows (in purple and light purple) that 80% of students are making typical to aggressive growth on the FastBridge assessment.
- Figure 6 shows that the percent of students proficient in grades 3rd, 4th, 5th, and 6th who took the M-Step were at or higher than the previous three years of testing during the 2021 school year. 7th grade scored slightly lower than the previous three years of testing.

How do we compare to the index targets? Based on M-Step and SAT data for BHS during 2019 and 2021

ELA % Proficient by index group by year

Reading Goal

Embedded Objective:

○ Measurable Objective: A 2% increase for Black or African-American, Economically Disadvantaged and Students with Disabilities students demonstrating the proficiency "Target Met" as set by MDE's Proficiency Index in English Language Arts by 06/01/2024 as measured by local and state assessments.

Figure 1

FastBridge Benchmark Assessment & M-STEP

Reporting Category *All Students*	Fall Reading	Winter Reading	End of Year Reading
Grade K	83	55	
Grade 1	64	56	
Grade 2	79	77	
Grade 3	83	86	
Grade 4	91	86	
Grade 5	79	81	
Grade 6	84	84	
Grade 7	76	76	
Grade 8	82	79	
Grade 9	78	79	

2021 M-Step Results

Legend: District, County, State

Percent Met (proficient or advanced)

ELA: 3rd (77.5, 52, 42.8), 4th (69.5, 53.6, 44.2), 5th (70, 53.4, 43.7), 6th (64.9, 47.2, 38.6), 7th (64.4, 51, 40.7)

Math: 3rd (78, 52, 42), 4th (70, 47, 37), 5th (61, 40, 30), 6th (64, 38, 29), 7th (64, 43, 32)

Social Studies: 5th (32.5, 21.2, 15.6), 8th (47.6, 33.7, 25.9)

Figure 2

Fall Administration Fountas & Pinnell Benchmark Data	2018	2019	2020*	2021	FastBridge aReading – Grades 2-9 Updated 2/28/2022 Growth of all students by school based on the benchmark categories
% of students Exceeds Expectations	39.18	35.15	36.16	63.03	
% of students Meets Expectations	24.34	28.98	33.1	14.19	
% of students Approaches Expectations	8.13	7.54	10.64	8.53	
% of students that Do Not Meet Expectations	16.58	14.97	16.75	14.25	

School		
Bloomfield Hills High School	80	81
Bloomfield Hills Middle School	86	84
Bloomfield Virtual K5	94	95
Conant Elementary	87	86
East Hills Middle School	79	77
Eastover Elementary	78	77
Lone Pine Elementary	76	76
Way Elementary	88	82
West Hills Middle School	77	76

Figure 3

Strategies & Activities: District Improvement Planning (Reading)

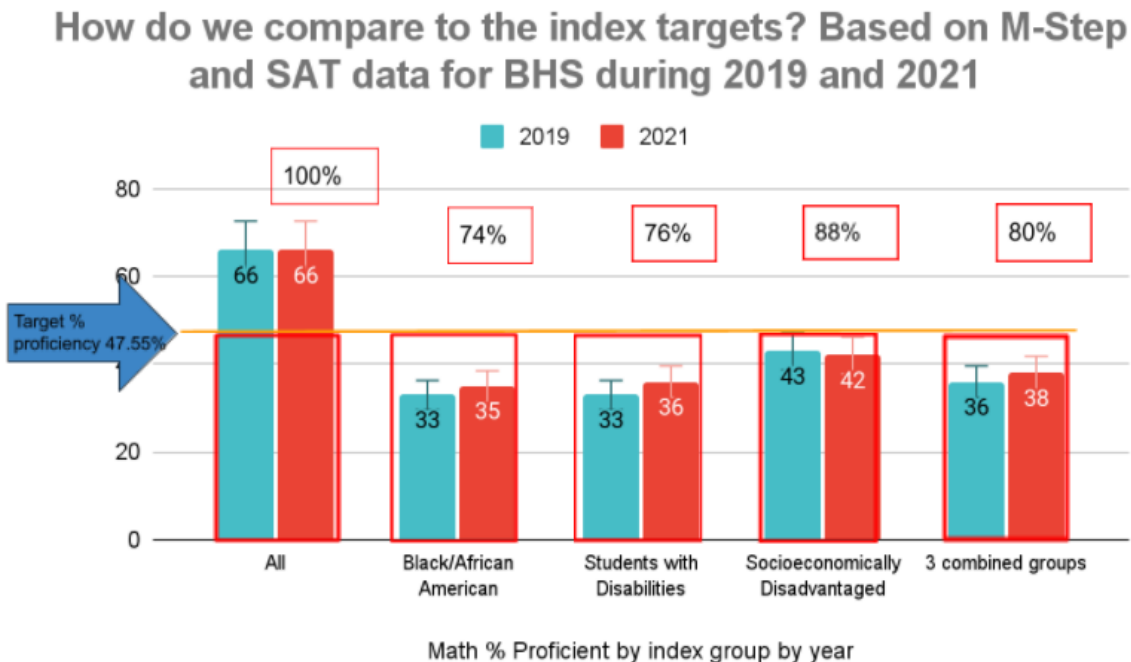| **Strategies** & *Activities*	Identified For Monitoring/Measuring	Connection to Strategic Plan
Staff will employ instructional strategies, assessments, and resources embedded within a workshop approach and aligned with grade level standards. Including experiential, student-centered learning, emphasizing opportunities for inquiry, self-assessment, and research. *Use of a workshop approach to instruction is implemented in all K-8 classrooms. Teachers will engage in ongoing learning networks to implement the framework with fidelity while developing common practices, unit alignment and formative assessment processes.* *Continued collaboration and support for implementation of ongoing, job-embedded professional learning labs. Building Leadership,the Learning Services Team, and Teacher Leaders will engage staff in facilitated observations targeted to support literacy learning. Professional Learning continues monthly for Reading Recovery Interventionists* *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.*	aReading Fountas & Pinnell Benchmark Assessment Teachers College Reading and Writing Project Independent Reading Assessments Conferring Documents Teacher Observation	*Instructional Design & Student Outcomes:* *Program Design & Time Allocation* *Equitable & Inclusive Schools*
Teachers will collaborate to create a systematic approach to use evidence of learning from various assessments to determine interventions, monitor progress, improve learning, and share successful instructional practices. *Diagnostic and Screening data will be used in concert with classroom indicators to determine student growth as readers and writers. Teachers, Learning Specialists, and Interventionists will use multiple measures to inform decisions that determine intervention, progress monitoring for growth, and adjustment to instructional practices.* *Continued review of student classroom, district and state-based assessment data for students at, above, and below benchmark including language learners. Progress monitoring and data results will be documented in students' literacy folders and K12 Title III district folders as appropriate.* *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,*	aReading Fountas & Pinnell Benchmark Assessment Teachers College Reading and Writing Project Independent Reading Assessments Conferring Documents Teacher Observation	*Instructional Design & Student Outcomes:* *Program Design & Time Allocation*

differentiated resources, etc. Student intervention is driven by data collected at the classroom and building level. Classroom teachers, ESL teachers, Special Education teachers and Interventionists will identify students needing additional support 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 using best practices for language and literacy development for English Learners. *English Language staff will develop intervention plans for students, including ESL Academic Support and Tutorial Classes, Summer learning programs, Parent Education groups, Push-in support for content work in classrooms, collaboration with Special Education personnel and coaching and professional learning with general education teachers.*		
Teachers will teach narrative, 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 are included within the workshop environment and are modeled and expected. *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 genres. Professional development around these rubrics will continue to build alignment with K-8 writing instruction and expectation for student outcomes.* *Use of K-8 learning progressions to scaffold and build reading and writing skills throughout the academic year. Use of text bands complexity to guide individual, small group, and grade level instruction.*	Unit Assessments (pre and post) Writing Pathways Rubrics Unit Learning Progressions Conferring Documents Teacher Observation	*Instructional Design & Student Outcomes:*

Middle of Year District Data Summary - Mathematics

Math

- Based on the 2021 Math M-Step and SAT data for BHS, all students are at 66% proficiency. The MDE proficiency target is 47.55%. We met or exceeded the state's proficiency target. The graph shows we are at 100% of this goal. For Black or African American students we are at 35% proficiency, we are 74% of the way to the state's target of 47.55%. For students with disabilities we are at 36%, we are at 76% of the state's target. For students who are socioeconomically disadvantaged we are at 42%, which is 88% of the way to the state's target (see Figure 4).
- Based on the 2021 Math M-Step data we are above the state and county average in every grade level (Figure 2). Bloomfield ranked 3rd in the county at 67.4% proficient for grades 3-7. Bloomfield is above the county average of 44% and the state average of 34% (Figure 6).

- BHS is above Oakland County averages for all *student groups* for M-Step Math.
- Based on the 2021 Math M-Step data 3rd, 4th and 5th grade students percent proficiency was higher than the previous three years. Grade 6 and 7 were at or slightly lower than previous three years (Figure 6).
- BHS FastBridge benchmark assessment data shows that the district percentage of students on track, or meeting the benchmark norm, was 83% in the fall and 80% in the winter. The breakdown by grade level is shown in Figure 5. The benchmark norm increases for students at each testing window. This means that our students grew with the increasing benchmark for each grade level.
- The FastBridge Fall to Winter data, shown in Figure 5, shares the median percentile value of growth in the distribution of scores across buildings. The number represents the student median percentile for that group of students. The graph shows (in purple and light purple) that 81% of students are making typical to aggressive growth on the FastBridge assessment (Figure 5).

How do we compare to the index targets? Based on M-Step and SAT data for BHS during 2019 and 2021

Math % Proficient by index group by year

Mathematics Goal

Embedded Objective:
- ○ Measurable Objective: A 2% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students demonstrating the proficiency "Target Met" as set by MDE's Proficiency Index in Mathematics by 06/01/2024 as measured by local and state assessments.
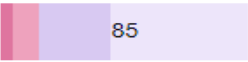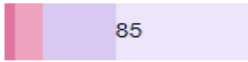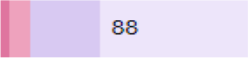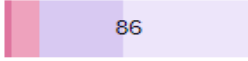
Figure 4
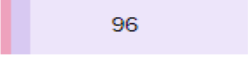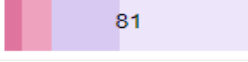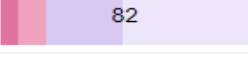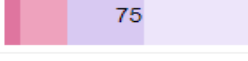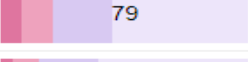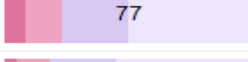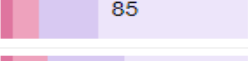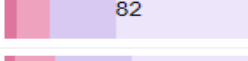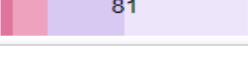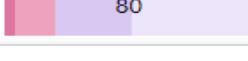
FastBridge Benchmark Assessment - Percent of students meeting benchmark by testing window				FastBridge aMath – Grades K –9 Updated 2/28/2022 Growth of all students by school based on the benchmark categories

Reporting Category All Students	Fall	Winter	Spring
	Math	Math	Math
Grade K	82	70	
Grade 1	77	65	
Grade 2	82	83	
Grade 3	89	88	
Grade 4	85	85	
Grade 5	80	78	
Grade 6	88	82	
Grade 7	82	84	
Grade 8	85	84	
Grade 9	81	83	

School		
Bloomfield Hills High School	85	85
Bloomfield Hills Middle School	88	86
Bloomfield Virtual K5	96	100
Conant Elementary	86	81
East Hills Middle School	80	80
Eastover Elementary	82	75
Lone Pine Elementary	79	77
Way Elementary	85	82
West Hills Middle School	81	80

Figure 5

Figure 6

Strategies & Activities: District Improvement Planning (Math)

Strategy & Activity	Identified For Monitoring/Measuring	Connection to Strategic Plan
Staff will provide experiential, student-centered learning, emphasizing research and inquiry across the curriculum, ensuring ongoing opportunities to implement deeper learning competencies. *Teachers will work collaboratively with Learning Specialists and interventionists using multiple measures in a systemic MTSS approach that uses data to inform decisions that determine interventions, monitor progress, and adjust instructional approaches. Student placement in this support is driven by data collected at the classroom and building level.*	aMath Illuminate Item Bank - Grade Level Math assessments Envision 2.0 & Big Ideas Unit Assessments	*Instructional Design & Student Outcomes:* *Program Design & Time Allocation*

	Formative Assessment Strategies Teacher Observations	
Establish and implement with fidelity a high-quality multi-tiered system of supports *Staff will work toward providing all students a rigorous curriculum aligned to standards and use data to identify appropriate intervention experiences that include attention to frequency, duration and intensity.*	aMath subtests and progress monitoring tools Math Recovery Diagnostic Tools Formative Assessment Strategies Teacher Observations Building Instructional Team notes & progress documentation **as appropriate Restorative Practices Summer School	*Program Design & Time Allocation*
Develop and implement an effective monitoring and feedback system for all stakeholders utilizing reflective dialogue and opportunities for collaboration. *Continue a systemic approach to data collaborations, using evidence of learning from various assessments to determine interventions, monitor progress, improve learning, and share successful instructional practices.*	Building & Grade Level Data Digs -[BHS Modified Data Protocol](#) MICIP monthly Core Leadership Team meetings and Stakeholder meetings (February 2022 and June 2022) Professional Learning Communities Math Equity project and partnership with the National Equity Project	*Instructional Design & Student Outcomes:* *Program Design & Time Allocation* *Equitable & Inclusive Schools*

Emotional Learning (SEL)

Bloomfield Hills Schools will screen and respond to and support student wellness.

Embedded Objectives:
- Aspirational Objective: All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.
- Measurable Objective: Fully implement the [Bloomfield Hills Schools Board of Education Resolution to Eradicate Racism](#)
- Measurable Objective: 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.
- Measurable Objective: Address the [BHS Math Equity Challenge](#) that; *Black students are having experiences that lead to disproportionate outcomes in mathematics and underrepresentation in higher-level math classes.*

MMSD MODEL FOR YOUTH VOICE

6. Leadership
5. Activism
4. Partnership
3. Participation
2. Consultation
1. Expression

Being Heard — Articulating their perspective, serving as data source, providing feedback

Collaborating — Involved as stakeholders, collaborating with adults, co-constructing decisions

Leading — Identifying problems, generating solutions, directing collective activity

NOT Youth Voice:
➢ Tokenism
➢ Decoration
➢ Manipulation

Looked at Data to Determine an "Equity Challenge"

District 2019 data for Math
Numbers represent percentage proficiency, based on M-STEP or P/SAT
(NOTE: HS percentage represents College and Career ready)

	11th Grade	8th Grade	Grades 6 - 7	Grades 3 - 5
All Students (%)	61	72	69	75
Black or African American (%)	13	42	42	31
Economically Disadvantaged (%)	27	49	49	38
Special Education (%)	22	33	26	30

These data points are what really stood out to the design team as to what we should address systemically.

Overall AP/IB Enrollment @BHHS

# of Students taking at least 1 AP/IB Class = 753	Overall
White/Asian	81.70%
Hispanic	3.90%
Black or African American	7.40%
All Other	7%

Overall AP/IB Enrollment @BHHS
Numbers represent all AP/IB Classes taken, and are encompassing students that took one class and also students that took multiple classes. Some students will be counted multiple times.

# of Students enrolled in AP/IB Classes = 1938	Overall	% math
White/Asian	84.3%	88.30%
Hispanic	3.1%	1.60%
Black or African American	5.8%	3.10%
All Other	6.9%	7%

Strategies & Activities: District Improvement Planning (SEL)

Strategy & Activity	Identified For Monitoring/Measuring	Connection to Strategic Plan
Staff will demonstrate a behavior that is culturally responsive and inclusive of all students, families and community members. *Continue collaboration and professional learning designed to increase behavior that is culturally responsive and inclusive of all students, families and community members. These strategies include educating the whole child and intentionally planning for the social/emotional well-being of all students while ensuring that students of all abilities are offered the consistent and coherent support needed to reach their potential.* *The district designed SEL Implementation Guide will be used in every classroom to guide transformational SEL* *Transformational SEL implementation guides will be optimizing our use of time to best support the learning needs of students and staff (Consistent with the district's Strategic Plan).*	Panorama SEL Survey Teacher Observations Implementation of SEL Weekly Curriculum	*Instructional Design & Student Outcomes:* *Equitable & Inclusive Schools*
Building classroom community through daily routines and daily check-in *Meetings centered in staff wellness* *Whole School Weekly Transformative SEL*	Student surveys data Walk-throughs and observations	*Program Design & Time Allocation* *Equitable & Inclusive 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.	Monitoring Proficiency in Math with Proficiency Index(es) Monitoring access to higher-level course offerings (such as AP, IB, grade-up	*Instructional Design & Student Outcomes:* *Equitable & Inclusive Schools*

		Participation on AP/IB Exams and other rigorous academic exams (emphasis on Math)	
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.	Survey Data Student Empathy Interviews Student Focus Panels	*Instructional Design & Student Outcomes:* *Equitable & Inclusive Schools*
District GET exists to build a community that supports a restorative culture through relationships and educational equity for all.	GET Annual Summary	*Equitable & Inclusive Schools*

SEL Practices for the 2021-2022 School Year

- **Practice 1: Building classroom community through daily routines and daily check-in.** Building a culture that supports SEL is primary to using check-ins. For example, creating a culture that allows students the opportunity to share when things are not ok is important. To build a culture, it is important to embed SEL into your daily routines. As educators, we know that each and every day is a new opportunity to grow our relationships with our students and to stretch the academic and emotional muscles of both ourselves and our students. While many outside factors throughout the country and our lives continue to impact all of us, including COVID-19 and racial injustice, it is important that we are continuing to employ strategies that allow us to check-in on each other's social and emotional well being.

BHS launched Fall 2020 with a new plan for *Social-Emotional Learning* focusing on three goals.

Social Emotional Learning
Implementation Document
2020-2021

1 Daily check-in, routines

2 Meetings for staff wellness

3 Whole School weekly SEL
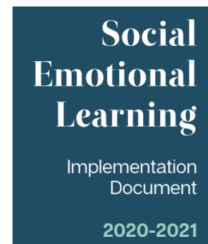
- ○ Guiding Principles (Adapted from Responsive Classroom)
  - ■ Teaching social and emotional skills is as important as teaching academic content.
  - ■ How we teach is as important as what we teach.
  - ■ What we know and believe about our students - individually, culturally, developmentally - informs our expectations, reactions, and attitudes about those students.

- **Practice 2: Meetings centered in staff wellness:** As we gather staff together in a variety of ways, it is critical that we are taking care of and supporting one another. Peter Block says, "The key to creating or transforming community, then, is to see the power in the small but important elements of being with others. The shift we see needs to be embodied in each invitation we make, each relationship we encounter, and each meeting we attend."
  - ○ Guiding Principles for all meetings
    - ■ Facilitators of meetings should consider the opportunity to model strategies and techniques that could then be replicated in a classroom environment for students.
    - ■ Facilitators of meetings should allow time and breakout space for conversations.
    - ■ Include humor - funny videos/pictures/comic strip/etc.
  - ○ Guiding principles specific to full school staff meetings
    - ■ To the extent possible, all members of the staff community should be invited to attend for at least a portion of the meeting (i.e. teachers, secretaries, paraprofessionals, etc.)
    - ■ One full staff meeting should be dedicated to the Social-Emotional Learning of the staff.
    - ■ All staff meetings should begin with a focus on one of the five CASEL Core Competencies (choice activity, mental health check-in, mindfulness activity, etc.)

- **Practice 3: Whole School Weekly Transformative SEL**: As a district, we are committed to establishing time and space for a focus of weekly whole-school transformative social-emotional learning. There will be common themes among K - 12 that will include CASELs Core Competencies of self-awareness, social-awareness, relationship skills, self management, and responsible decision making.
  - ○ Guiding Principles
    - ■ Each school will have a designated time each week dedicated to SEL, where the entire school is participating.
      - ● Time in grades 6-12 should will rotate through the schedule (i.e. Week 1 during 1st hour, week 2 during second hour, etc.)
    - ■ Elementary can choose time that best meets the needs of their school.
  - ○ A District-wide SEL Curriculum Team will be convened to create a framework that supports SEL.

Whole School Weekly Transformative SEL

30 minutes dedicated **every** week for **every** student K-12
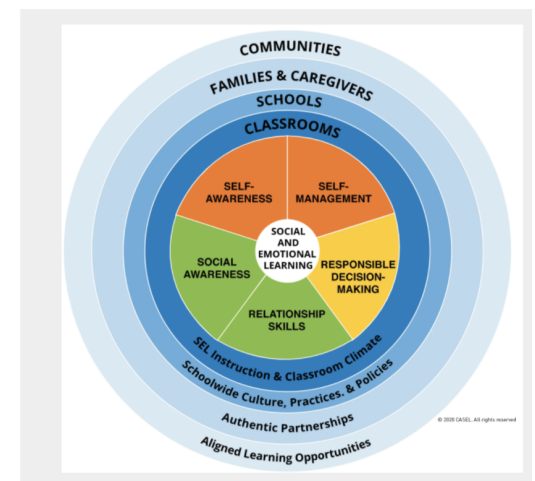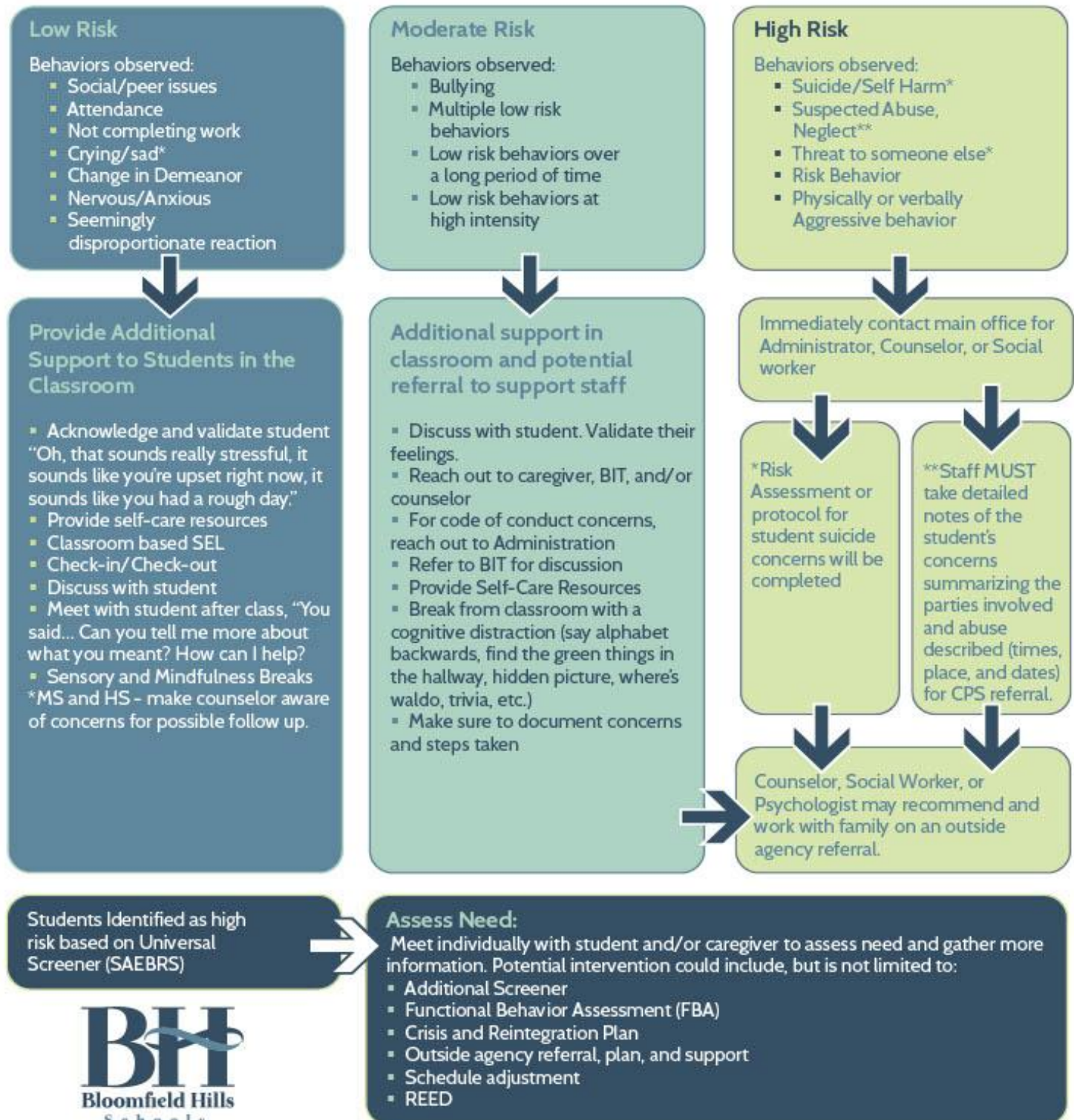
Procedure for Student Concerns

As we slowly start to phase in a return to school it is critical that we are focused on the mental health of our students.
We must work together in order to recognize when students may need additional support.
As we are continuing to check-in with students, please utilize the chart below to guide and support our students.

Identifying Students Who Need Additional Screening And Support
Building Instructional teams should meet monthly to review screener and classroom data
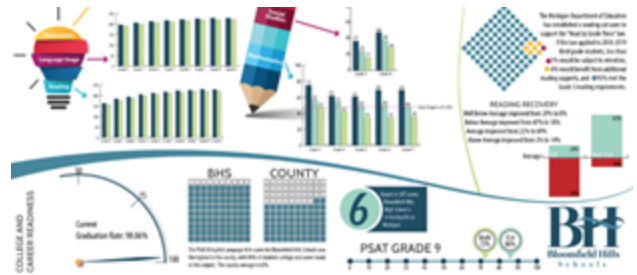and determine which students may need additional support.

Low Risk

Behaviors observed:
- Social/peer issues
- Attendance
- Not completing work
- Crying/sad*
- Change in Demeanor
- Nervous/Anxious
- Seemingly disproportionate reaction

Provide Additional Support to Students in the Classroom

- Acknowledge and validate student "Oh, that sounds really stressful, it sounds like you're upset right now, it sounds like you had a rough day."
- Provide self-care resources
- Classroom based SEL
- Check-in/Check-out
- Discuss with student
- Meet with student after class, "You said... Can you tell me more about what you meant? How can I help?
- Sensory and Mindfulness Breaks
*MS and HS – make counselor aware of concerns for possible follow up.

Moderate Risk

Behaviors observed:
- Bullying
- Multiple low risk behaviors
- Low risk behaviors over a long period of time
- Low risk behaviors at high intensity

Additional support in classroom and potential referral to support staff

- Discuss with student. Validate their feelings.
- Reach out to caregiver, BIT, and/or counselor
- For code of conduct concerns, reach out to Administration
- Refer to BIT for discussion
- Provide Self-Care Resources
- Break from classroom with a cognitive distraction (say alphabet backwards, find the green things in the hallway, hidden picture, where's waldo, trivia, etc.)
- Make sure to document concerns and steps taken

High Risk

Behaviors observed:
- Suicide/Self Harm*
- Suspected Abuse, Neglect**
- Threat to someone else*
- Risk Behavior
- Physically or verbally Aggressive behavior

Immediately contact main office for Administrator, Counselor, or Social worker

*Risk Assessment or protocol for student suicide concerns will be completed

**Staff MUST take detailed notes of the student's concerns summarizing the parties involved and abuse described (times, place, and dates) for CPS referral.

Counselor, Social Worker, or Psychologist may recommend and work with family on an outside agency referral.

Students Identified as high risk based on Universal Screener (SAEBRS)

Assess Need:
Meet individually with student and/or caregiver to assess need and gather more information. Potential intervention could include, but is not limited to:
- Additional Screener
- Functional Behavior Assessment (FBA)
- Crisis and Reintegration Plan
- Outside agency referral, plan, and support
- Schedule adjustment
- REED

BH
Bloomfield Hills
Schools

Goal Monitoring & Data Briefs by School

Tracking Student Outcomes

February 2022 Status Update

Eastover Elementary

Goal Monitoring & Data Brief:
Tracking Student Outcomes
February 2022 Status Update

ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts
Reading Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	**Factors Impacting Data Reliability:** ● *The FastBridge demographic filter tool is anticipated to be functional during the spring of 2022. All data is manually calculated, which takes time.* ● *Students and staff absences due to COVID-19 may have impacted scores*
Math Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	
SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	

M-STEP Proficiency Rates by Building Average (Reading & Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	63%	n/a	n/a	n/a	65%	n/a	n/a	**41.70%
Reading 2017-18 SY	72%	n/a	n/a	n/a	71.40%	**59%	**52.4%	n/a
Reading 2018-19 SY	72%	n/a	n/a	n/a	75%	n/a	n/a	n/a
Reading 2020-21 SY	80%	n/a	n/a	n/a	80%	73%	n/a	36%
Reading 5-Year Avg. Baseline & Target for 2021	71.8%	n/a	n/a	n/a	72.9%	66%	52.40%	38.9%
Math 2016-17 SY	64%	n/a	n/a	n/a	63.15%	30.5%	n/a	58.35%
Math 2017-18 SY	59%	n/a	n/a	n/a	57.10%	29.40%	42.90%	n/a
Math 2018-19 SY	68%	n/a	n/a	n/a	73.70%	n/a	n/a	n/a

Math 2020-21 SY	83%	n/a	n/a	n/a	85%	73%	n/a	50%
Math 5-Year Avg. Baseline & Target for 2021	68.5%	n/a	n/a	n/a	69.7%	44.3%	42.90%	54.2%

M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	71.8%	n/a	n/a	n/a	72.9%	66%	52.40%	38.9%
NWEA 2019 Avg.	77.50%	n/a	n/a	n/a	82.30%	56%	47%	57%
Fountas & Pinnell 2019 Avg	63%	74%	50%	46.75%	66.17%	n/a	38%	55%
Fountas & Pinnell Fall 2020	56%	56%	50%	40%	58.48%	n/a	23%	36%
Fountas & Pinnell Spring 2021	79%	81%	69.45%	83%	83%	n/a	54.55%	33%
Fountas & Pinnell Fall 2021	72%	88%	47%	50%	79%	n/a	50%	57%
FastBridge Avg. Fall 2020	79%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	75%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	74%	85%.	56%	58%	74%.	Not Av.	41%	53%
FastBridge Avg. Winter 2022	62%	74%	47%	62%	63%	Not Av.	30%	53%
Aspirational Goal Target	On-Track *							

M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	68.5%	n/a	n/a	n/a	69.7%	44.3%	42.90%	54.2%
NWEA 2019 Avg.	74.50%	n/a	44.30%	n/a	78.25%	47%	51%	58%
FastBridge Avg. Fall 2020	87%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	83%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	82%	91%	50%.	65%	86%	Not Av.	66%	63%
FastBridge Avg. Winter 2022	75%	81%	48%	75%	78%	Not Av.	39%	59%
Aspirational Goal Target	On-Track							

MISchool Data Overview: Eastover
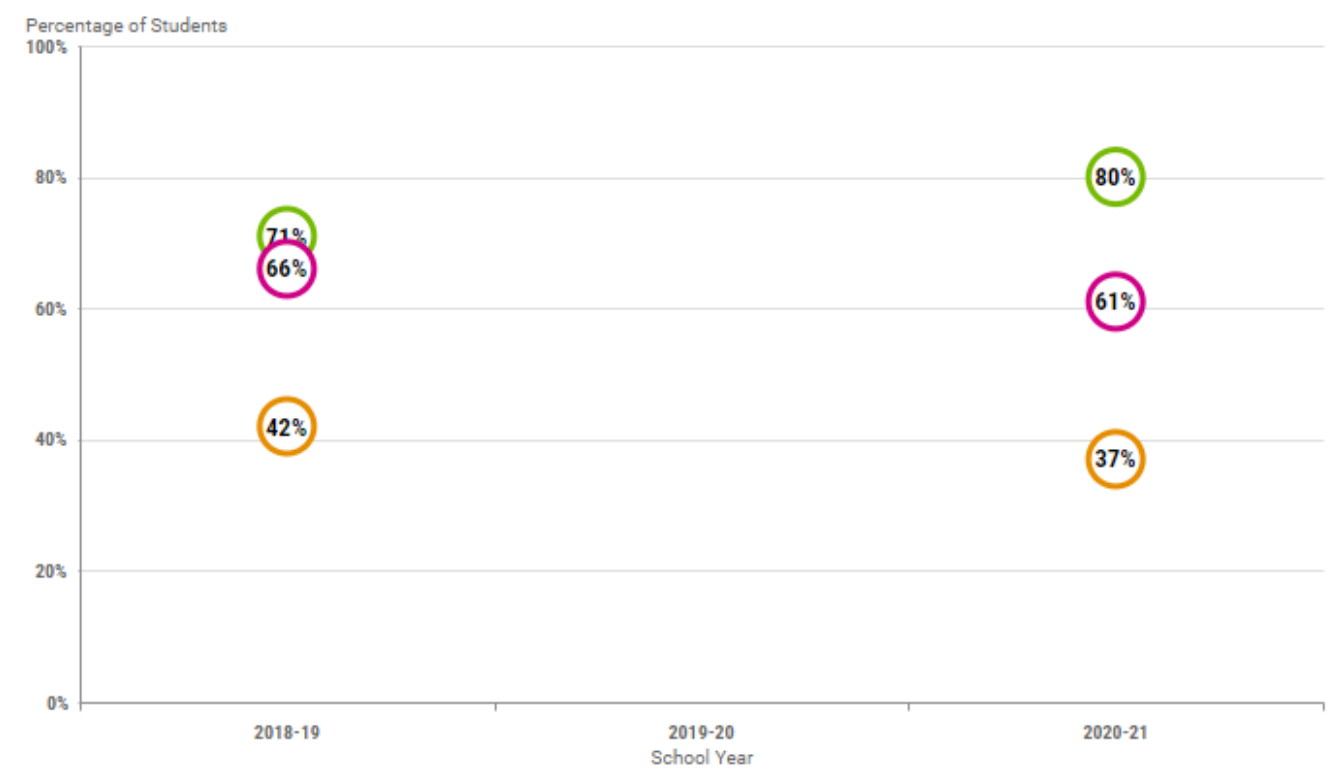
Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

⋯●⋯ **Eastover Elementary School**

Average of Similar Schools: ❓ ✓ Student Characteristics or Distance

View Schools   View Schools

⋯●⋯ **State of Michigan Average**

Data Reflections & Next Steps: Eastover

Eastover Objective 1 (Reading): Students will receive direct instruction in phonics, reading, and comprehension to increase overall achievement in reading. We will partner with families to provide necessary resources to support reading at home.

Eastover Objective 2 (Math): We will provide all students opportunities with hands-on & small group experiences to increase overall achievement in mathematics. We will provide fact fluency practice and opportunities for students to increase their number sense
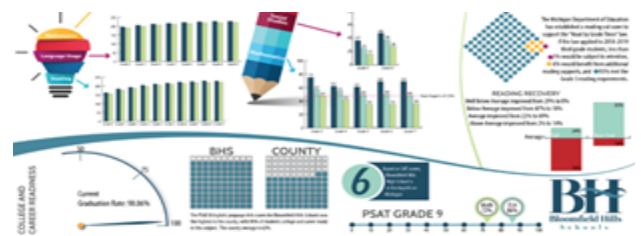
Fall - Winter 2022 Target Areas-Reading

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is Involved	Date to Reconvene
Targeted Phonics Instruction	Phonics Units of Study is being piloted in K-2 classrooms. MLPP / F&P/ Fastbridge	K-2 Classroom Teachers and Interventionist	Staff meeting / PLC time / MICIP meetings
Individual conferencing & Small Group instruction	F*P / Fastbridge / Reader's Notebooks	K-3 Classroom Teachers and Interventionist	Staff meeting / PLC time / MICIP meetings
"Book in a Bag" - continue to send home books/resources for growing readers	F&P/ Fastbridge	K-3 Classroom Teachers and Interventionist	Staff meeting / PLC time / MICIP meetings

Fall to Winter 2022 Target Areas-Math

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is involved	Date to Reconvene
Hands-on math - manipulatives	enVision math assessments / Fastbridge	K-3 Classroom Teachers and Interventionist	Staff meeting / PLC time / MICIP meetings
Small group Instruction	enVision math assessments / Fastbridge	K-3 Classroom Teachers and Interventionist	Staff meeting / PLC time / MICIP meetings
Fact Fluency	enVision math assessments / Fastbridge	K-3 Classroom Teachers and Interventionist	Staff meeting / PLC time / MICIP meetings

Way Elementary
Goal Monitoring & Data Brief:
Tracking Student Outcomes During COVID-19
February 2021 Status Update

ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts
Reading Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	**Factors Impacting Data Reliability:** • *The FastBridge demographic filter tool is anticipated to be functional during the spring of 2022. All data is manually calculated, which takes time.* • *Students and staff absences due to COVID-19 may have impacted scores.*
Math Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	
SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	

M-STEP Proficiency Rates by Building Average (Reading & Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	69%	74%	67%	80%	73%	Not Av.	0%	14%
Reading 2017-18 SY	66%	72%	50%	62%	72%	Not Av.	38%	29%
Reading 2018-19 SY	67%	82%	50%	75%	72%	Not Av.	17%	0%
Reading 2020-21 SY	73%	85%	92%	50%	73%	45%	48%	55%
Reading 5-Year Avg. Baseline & Target for 2021	69%	78%	65%	67%	73%	45%.	34%	33%

Math 2016-17 SY	82%	96%	67%	80%	82%	Not Av.	0%	7%
Math 2017-18 SY	72%	90%	50%	75%	69%	Not Av.	38%	50%
Math 2018-19 SY	79%	91%	50%	62%	81%	Not Av.	28%	44%
Math 2020-21 SY	77%	93%	93%	50%	75%	56%	42%	48%
Math 5-Year Avg. Baseline & Target for 2021	78%	93%	65%	67%	77%	56%.	36%	47%

M-STEP With Additional Data Sources by Building Average (Reading)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	69%	78%	65%	67%	73%	45	34%	33%
NWEA 2019 Avg.	82%	85%	64%	100%	85%	Not Av	64%	73%
Fountas & Pinnell 2019 Avg	86%	87.7%	79%	87.5%	88.5%	Not Av.	50%	52%
Fountas & Pinnell Fall 2020	76.6%	82.6%	81.8%	75%	77.3%	Not Av.	60.9%	53.3%
Fountas & Pinnell Spring 2021	89%	94%	90%	90%	89%	Not Av.	78%	65%
Fountas & Pinnell Fall 2021	83%	94%	65%	89%	84%	Not. Av	60%	50%
FastBridge Avg. Fall 2020	86.8%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	84%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
FastBridge Avg. Fall 2021	86%	91%	77%	85%	84%	63%	75%	50%
FastBridge Avg. Winter 2022	79%	87%	76%	85%	78%	47%	63%	41%
Aspirational Goal Target	On-Track*							

M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	78%	93%	65%	67%	77%	56%	36%	47%
NWEA 2019 Avg.	85%	94%	64%	100%	89%	Not Av.	71%	70%
FastBridge Avg. Fall 2020	88.4%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av
FastBridge Avg. Spring 2021	85%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av
Fastridge Avg. Fall 2021	84%	95%	69%	69%	84%	61%	76%	68%
FastBridge Avg. Winter 2022	81%	89%	65%	62%	81%	53%	64%	61%
Aspirational Goal Target	On-Track*							

MISchool Data Overview: Way

Percentage of Students

Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

- ⋯●⋯ **Way Elementary School**

- ⋯●⋯ **Average of Similar Schools:** ❓ | ✓ Student Characteristics | or | Distance |
  View Schools | View Schools

- ⋯●⋯ **State of Michigan Average**

Data Reflections & Next Steps: Way

Way Objective 1 (Reading): While working with the Teachers College Reading and Writing Project Units of Study, we are focusing on delivering content through the workshop structure with a specialized focus on conferencing. Teachers are conferencing with individual students daily to determine specific goals for individuals and small groups. Focuses align with district literacy commitments.

Way Objective 2 (Math): We are broadening our repertoire of instructional strategies aligned to improve the practice of unpacking and comprehending mathematical word problems for students in K-4 and are exploring opportunities to redesign our support systems to aid in the growth of all students regardless of achievement status.

Upcoming Exploration Target Areas-Reading

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is Involved	Date to Reconvene
Phonics Strategies	- FastBridge - Fountas and Pinnell - Student reading/writing journals - Phonics Units of Study is being piloted in K-2 classrooms. Data being kept to see growth.	K-4 Classroom Teachers and Interventionist	Progress Monitoring: Spring
Small Group: Mini Lessons	- Fountas and Pinnell - Reader's Notebook conference notes - Anecdotals from conversations during mid teaching points and end share	K-4 Classroom Teachers	Progress Monitoring: Spring
Individual Conferencing	- Fountas and Pinnell - Reader's Notebook conference notes - Anecdotals from conversations during mid teaching points and end share	K-4 Classroom Teachers	Progress Monitoring: Spring
Student Discourse	Anecdotal notes being kept to see growth.	K-4 Classroom Teachers	Progress Monitoring: Spring

Upcoming Exploration Target Areas-Math

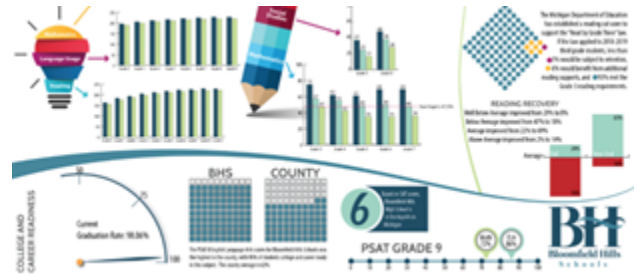| Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is involved	Date to Reconvene
Unpacking and comprehending math stories	- EnVision unit assessments as well as Additional EnVision assessments from web or resource kit - FastBridge Data - Class Anecdotals	K-4 Classroom Teachers	Progress Monitoring: Spring
Student Discourse	Anecdotal notes being kept to see growth.	K-4 Classroom Teachers	Progress Monitoring: Spring

Fall-Winter 2022 Review of Actions and Impacts on Learning in Reading

Target Study Area(s)	Actions/Data Gathered	Learning Impact	Further Recommendations

Reading: Word study/phonics Small-group instruction Individual Conferencing Student Discourse	Pilot Lucy Calkins Phonics program in grades K-2 Collect data using MLPP, FastBridge and Fountas & Pinnell Create and maintain a Conference notebook to document student understanding and growth Creating small group lessons to meet identified teaching points using the rally, try it, try it, link structure Based on Fall data, we will incorporate more explicit phonemic instruction to further increase fluency and comprehension in all grade levels.	Fountas & Pinnell shows growth from Fall to Winter assessments - end of year assessments are still being completed.	Continue to utilize data from FastBridge and F&P to monitor growth Dig deeper into additional FastBridge Resources (FastTrack, additional screeners, Progress Monitoring, etc.). Professional development opportunities around phonics and word study, as well as workshop model Engage in grade-level conversations to deepen our understanding of effective conferencing techniques Engage in vertical conversations to reflect upon the key components of workshop practices school-wide Further analysis of supports for approximately 50% of our students all of whom achieve above the 75% in reading.

Fall-Winter 2022 Review of Actions and Impacts on Learning in Math			
Target Study Area(s)	**Actions/Data Gathered**	**Learning Impact**	**Further Recommendations**
Math: Study current structures in place around collective efficacy in language arts to build vertical and horizontal collaboration in the area of mathematics for 2022-2023 Redesign our support systems to aid in the growth of all students regardless of achievement status. Broaden our repertoire of instructional strategies to improve the practice of unpacking and comprehending mathematical word problems for students in K-4.	Engage in vertical and horizontal professional learning communities/conversations and reflect upon the structure Collect and engage in individual as well as grade-level data digs using Fastbridge data	To be determined.	Engage in vertical conversations to reflect upon the benefits of new and shared mathematical practices. Continue to utilize data from FastBridge to monitor growth Additional time is needed to collaborate with staff to explore instructional strategies as well as other meaningful "best practices." Allocate opportunities and time to develop student discourse in the area of mathematics.

Conant Elementary

Goal Monitoring & Data Brief:
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ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts
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SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	

MISchool Data and Illuminate Overview: Conant

M-STEP Proficiency Rates by Building Average (Reading & Math)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	71%	n/a	42%	n/a	74%	n/a	n/a	56%
Reading 2017-18 SY	69%	n/a	41%	n/a	71%	n/a	n/a	35%
Reading 2018-19 SY	81%	n/a	60%	n/a	82%	n/a	n/a	40%
Reading 2020-21 SY	79.8%	81.3%	n/a	n/a	83.1%	70%	89.9%	48.4%

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 5-Year Avg. Baseline & Target for 2021	75.2%	81.3%	47.6%	n/a	77.5%	70%	89.9%	44.9%
Math 2016-17 SY	79%	n/a	53%	n/a	80%	n/a	n/a	63%
Math 2017-18 SY	76%	n/a	47%	n/a	76%	n/a	n/a	45%
Math 2018-19 SY	86%	n/a	60%	n/a	86%	n/a	n/a	47%
Math 2020-21 SY	76.5%	100%	n/a	n/a	77.6%	70%	61.3%	48.3%
Math 5-Year Avg. Baseline & Target for 2021	79.5%	100%	53.3%	n/a	79.9%	70%	61.3%	50.8%

M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	79.5%	81.3%	47.6%	n/a	77.5%	70%	89.9%	44.9%
NWEA 2019 Avg.	74.8%	n/a	52.4%	n/a	76.6%	n/a	n/a	Not Av.
Fountas & Pinnell 2019 Avg	87.5%	n/a	**	n/a	**	n/a	n/a	**
Fountas & Pinnell Fall 2020	60.16%	62.86%	41%	45.45%	61.15%	Not Av.	50%	23.26%
Fountas & Pinnell Spring 2021	82%	75%	48%	72%	87%	Not Av.	83%	57%
Fountas & Pinnell Fall 2021	85%	85%	58%	77%	82%	Not Av.	61%	41%
FastBridge Avg. Fall 2020	85%	**	**	**	**	**	**	**

FastBridge Avg. Spring 2021	85%	**	**	**	**	**	**	**
FastBridge Avg. Fall 2021	76%	69%	82%	NA	81%	NA	100%	45%
FastBridge Avg. Winter 2022	74%	100%	N/A	N/A	75.25%	N/A	83%	10%
Aspirational Goal Target	On Track*							

M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	79.4%	100%	46.3%	33.4%	79.9%	70%	61.3%	50.8%
NWEA 2019 Avg.	77.8%	n/a	54%	n/a	80.8%	n/a	n/a	Not Av.
FastBridge Avg. Fall 2020	87%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av
FastBridge Avg. Spring 2021	85%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av
FastBridge Avg. Fall 2021	79%	72%	62%	NA	83%	NA	93%	70%
Fastridge Avg. Winter 2022	84%	80%	85%	N/A	80%	N/A	83%	83%
Aspirational Goal Target	On Track*							

MISchool Data Overview: Conant
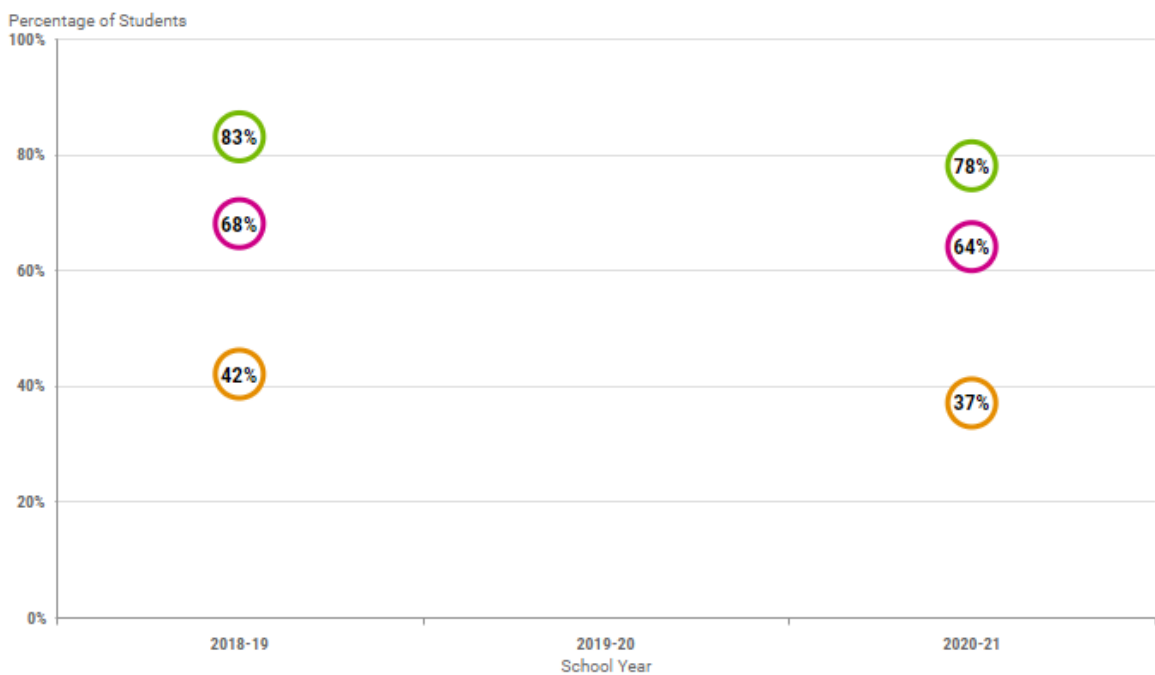
Percentage of Students

	2018-19	2020-21
Conant Elementary School	83%	78%
Average of Similar Schools	68%	64%
State of Michigan Average	42%	37%

Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

- •••• Conant Elementary School
- Average of Similar Schools: ✓ Student Characteristics _or_ Distance
  - View Schools   View Schools
- State of Michigan Average

Data Reflections & Next Steps: Conant

Conant Objective 1 (Reading): General education students not at grade level (determined by Winter F&P data) will reach end of year proficiency target through in class intervention as well as Tier 2 support

Conant Objective 2 (Math): Explore and utilize Math progress monitoring tools and assessments along with using math manipulatives (school and home) and continued Fact Fluency opportunities.

Fall 2021 to Winter 2022 Target Areas-Reading

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is Involved	Date to Reconvene
Apply sight word knowledge to Reading Workshop, while also continuing to read for meaning/blending sounds (beginning, medial, and ending)	Fountas & Pinnell (F&P)	Kindergarten and 1st grade classroom teachers, Interventionist	March - May
Assess every student in F&P	F&P	2 grade classroom teachers, Interventionist	March - May
Review informational text features in reading while also focusing on word study, patterns, affixes, and Greek/Latin roots. Continue to make reading comprehension strategy practice part of daily routine.	F&P	3rd -4th grade classroom teachers, Interventionist	March - May

Fall 2021 to Winter 2022 Target Areas-Math

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is involved	Date to Reconvene
Complete mid-year assessment, number writing and number recognition, including hands on learning upon return to in-person.	Mid-year assessments	Kindergarten classroom teachers, Interventionist	March - May
Developing Fact Fluency and add/subtract daily practice	EnVision	1st - 3rd grade classroom teachers	March - May
Provide more hands on learning and practice with math manipulatives, utilize exit slips and additional formative assessments to track understanding and guide small group instruction.	Formative exit slips --teacher observation/anecdotal notes	All classroom teachers, Interventionist	March - May

Lone Pine Elementary

Goal Monitoring & Data Brief:
Tracking Student Outcomes During COVID-19
February 2021 Status Update

ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts
Reading Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	**Factors Impacting Data Reliability:** ● *The FastBridge demographic filter tool is anticipated to be functional during the spring of 2022. All data is manually calculated, which takes time.* ● *Students and staff absences due to COVID-19 may have impacted scores.*
Math Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	
SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	

M-STEP Proficiency Rates by Building Average (Reading & Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2017-18 SY	67%	n/a	n/a	n/a	70%	n/a	n/a	n/a
Reading 2018-19 SY	59%	n/a	n/a	n/a	60%	n/a	n/a	n/a
Reading 2020-21 SY	71%	n/a	n/a	n/a	77%	n/a	n/a	n/a
Reading 3-Year Avg. Baseline & Target for 2021	66%	n/a	n/a	n/a	69%	n/a	n/a	n/a
Math 2017-18 SY	68%	n/a	n/a	n/a	73%	n/a	n/a	83%

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Math 2018-19 SY	68%	n/a	n/a	n/a	70%	n/a	n/a	n/a
Math 2020-21 SY	64%	n/a	n/a	n/a	66%	n/a	n/a	n/a
Math 3-Year Avg. Baseline & Target for 2021	67%	n/a	n/a	n/a	70%	n/a	n/a	n/a

M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 3-Year Avg.	66%	n/a	n/a	n/a	69%	n/a	n/a	n/a
Fountas & Pinnell Fall 2021-2022 SY	77%	n/a	n/a	n/a	82%	n/a	n/a	n/a
Fountas & Pinnell Winter 2021-2022 SY	79%	n/a	n/a	n/a	83%	n/a.	n/a	57%
FastBridge Fall 2021-2022 SY	78%	n/a	n/a	n/a	80%	n/a.	n/a	55%
FastBridge Winter 2021-2022 SY	79%	n/a	n/a	n/a	83%	n/a	n/a	57%
Aspirational Goal Target	On Track*			.				

M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 3-Year Avg.	67%	n/a	n/a	n/a	70%	n/a	n/a	n/a
FastBridge Fall 2021-2022 SY	80%	n/a	n/a	n/a	81%	n/a	n/a	48%

FastBridge Winter 2021-2022 SY	78%	n/a	n/a	n/a	80%	n/a	n/a	67%
Aspirational Goal Target	On Track*							

MISchool Data Overview: Lone Pine
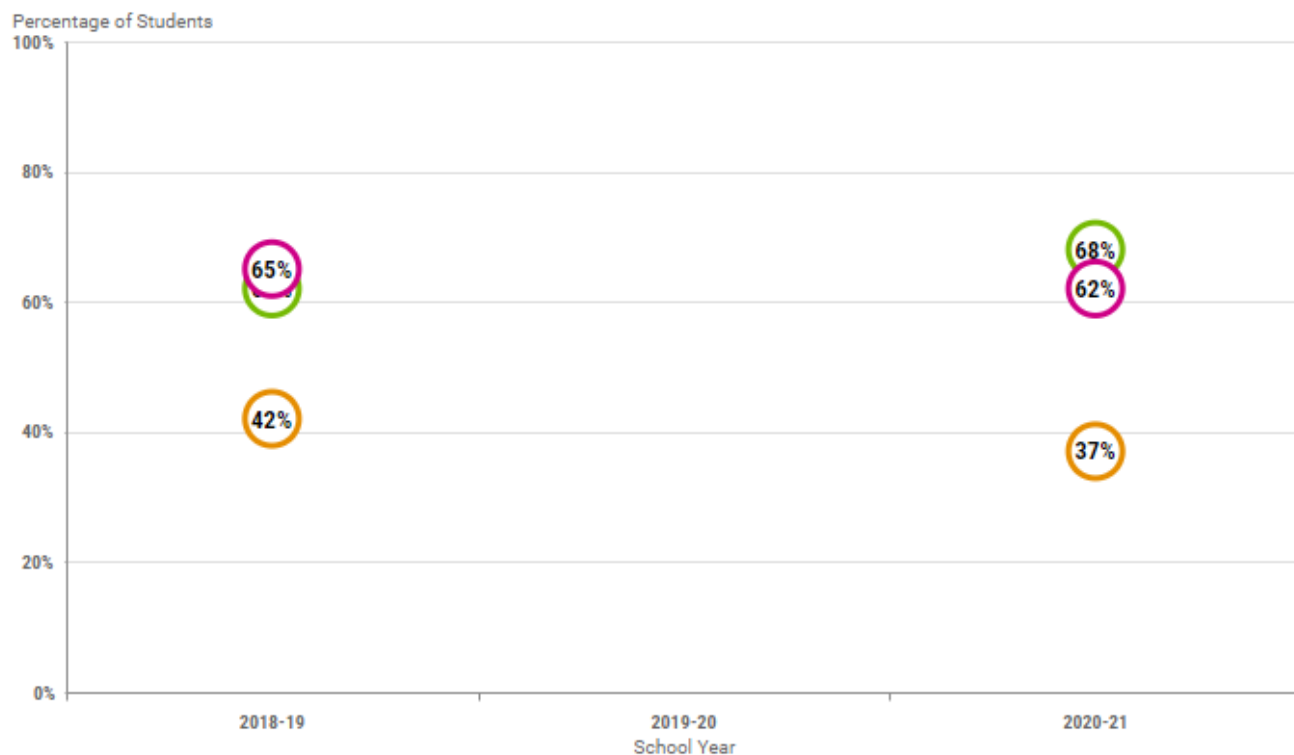
Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

···●··· Lone Pine Elementary School

Average of Similar Schools: ❓   ✓ Student Characteristics or Distance

View Schools   View Schools

Data Reflections & Next Steps: Lone Pine

Lone Pine Objective 1 (Reading): We will work to provide students strategies in developing a self-empowered growth mindset toward learning utilizing the following strategies: goal setting, inquiry approaches, use of flexible strategies, effective questioning, and a focus on conceptual understanding in reading.

Lone Pine Objective 2 (Math): We will work to provide students strategies in developing a self-empowered growth mindset toward learning utilizing the following strategies: goal setting, inquiry approaches, use of flexible strategies, effective questioning, and a focus on conceptual understanding in math.

Fall 2021- Winter 2022 Target Areas - Reading			
Target Study Area(s)	**Data to Analyze Further or New Data to Contribute**	**Who is involved**	**Date to Reconvene**
Strengthen students' word attack/decoding skills and phonological awareness.	--Fountas & Pinnell --teacher observation/anecdotal notes	K-2 classroom and specialist teachers, Interventionist, IB teacher leader, Learning Specialist	May 2022
Small group reading instruction and student talk strategies	--Fountas & Pinnell --teacher observation/anecdotal notes	3rd grade classroom and specialist teachers, Interventionist, IB teacher leader, Learning Specialist	May 2022
All students will utilize the goal setting process to support a growth mindset and encourage the independent use of multiple strategies in problem-solving in the area of language arts.	--Student goals & reflections --teacher observations/anecdotal notes --Fountas & Pinnell	All classroom and specialist teachers, Initiative coordinator, learning specialists, building principal, interventionist	May 2022

Fall 2021- Winter 2022 Target Areas - Math			
Target Study Area(s)	**Data to Analyze Further or New Data to Contribute**	**Who is involved**	**Date to Reconvene**
All students will utilize the goal setting process to support a growth mindset and encourage the independent use of multiple strategies in problem-solving in the area of math.	--Student goals & reflections --teacher observations/anecdotal notes --math unit assessments	All classroom and specialist teachers, Initiative Coordinator, Learning Specialists, building Principal, and Interventionist	May 2022
Enhance engagement through the use of math manipulatives to support various learning styles.	--teacher observation/anecdotal notes	All classroom teachers, Interventionist, Learning Specialist	May 2022
Students use the inquiry process to enhance problem solving strategies	--teacher observation/anecdotal notes --student work artifacts	Classroom teacher, IB Teacher Leader, Learning Specialist	May 2022

Fall 2021-Winter 2022 Review of Actions and Impacts on Learning

Target Study Area(s)	Actions/Data Gathered	Learning Impact	Further Recommendations
Math: All students will utilize the goal setting process to support a growth mindset and encourage the independent use of multiple strategies in problem-solving in the area of math.	enVision end of unit assessments Formative data we collect through feedback or observations. FastBridge screeners/diagnostic Academic: ● Continued use of manipulatives to improve conceptual understanding ● Use of the inquiry process to promote problem solving	● Student reflections on goals/learning targets. ● Math assessments/reflections show use of multiple strategies. ● Color coded "I can statements" show student ownership of learning targets. ● Increased student engagement during inquiry based math tasks.	● Further investigate the impact of inquiry based math instruction on student learning. ● Involve students in developing criteria for assessments and monitor/direct their own progress.
Reading: All students will utilize the goal setting process to support a growth mindset and encourage the independent use of multiple strategies in problem-solving in the area of language arts.	● Continue to increase frequency and volume of writing instruction with students to increase stamina, extend writing, improve idea generation, sequencing. ● K-2 phonological awareness ● Apply letter/sound knowledge to read familiar and unknown words. ● Fine motor--letter formation ● Strengthen inferring skills: focus on main idea and details, themes, lessons learned ● Support students' skills with breaking words apart to improve decoding/fluency.	● Increase in percent proficient on F & P from Fall to Winter ● Increase in percent proficient on FastBridge Screeners from Fall to Winter ● Student reflections on goals/learning targets ● Conferring notes indicate student use of multiple strategies.	● Further investigate phonics instruction and its impact on student learning. ● Involve students in developing criteria for assessments and monitor/direct their own progress.
SEL	● To reinforce the concept of being independent with learning and materials ● Explicitly teach growth mindset concepts during morning meetings.	● Preparing students to be emotionally available to learn	● Further investigate the impact of morning meetings and explicit growth mindset instruction on student well-being.

East Hills Middle School

Goal Monitoring & Data Brief:
Tracking Student Outcomes During COVID-19
February 2021 Status Update

ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts
Reading Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	**Factors Impacting Data Reliability:** ● *The FastBridge demographic filter tool is anticipated to be functional during the spring of 2022. All data is manually calculated, which takes time.* ● *Students and staff absences due to COVID-19 may have impacted scores.*
Math Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	
SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	

M-STEP Proficiency Rates by Building Average (Reading & Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	69%	86%	50%	67%	70%	53%	47%	59%
Reading 2017-18 SY	68%	88%	55%	62%	67%	49%	55%	59%
Reading 2018-19 SY* (includes P-SAT 8)	72%	85%	53%	59%	73%	55%	48%	50%
Reading 2020-21 SY* (includes P-SAT 8)	70%	86%	31%	75%	72%	57%	33%	45%

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 5-Year Avg. Baseline & Target for 2021	70%	86%	48%	66%	71%	54%	46%	53%
Math 2016-17 SY	64%	83%	33%	67%	68%	40%	40%	47%
Math 2017-18 SY	64%	82%	38%	58%	67%	39%	50%	53%
Math 2018-19 SY* (includes P-SAT 8)	66%	88%	38%	52%	68%	48%	50%	53%
Math 2020-21 SY* (includes P-SAT 8)	62%	86%	26%	69%	63%	38%	41%	33%
Math 5-Year Avg. Baseline & Target for 2021	64%	85%	34%	62%	67%	42%	45%	47%

M-STEP With Additional Data Sources by Building Average (Reading)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	70%	86%	48%	66%	71%	54%	46%	53%
NWEA 2019 Avg.	80%	91%	60%	60%	81%	51%	31%	47%
Fountas & Pinnell 2019 Avg	64%	75%	42%	40%	67%	38%	29%	0%
Fountas & Pinnell Fall 2020	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
Fountas & Pinnell Spring 2021	75%	60%	42%	67%	79%	56%	42%	38%

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Fountas and Pinnell Fall 2021	68%	74%	44%	40%	72%	50%	60%	29%
FastBridge Avg. Fall 2020	78%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	78%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Fall 2021	80%	96%	59%	58%	81%	63%	25%	49%
FastBridge Winter 2022	80%	94%	57%	74%	81%	57%	31%	35%
Aspirational Goal Target	On-Track*							

M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	64%	85%	34%	62%	67%	42%	45%	47%
NWEA 2019 Avg.	81%	94%	58%	72%	83%	58%	51%	40%
FastBridge Avg. Fall 2020	78%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	79%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	80%	92%	56%	64%.	84%	63%	40%	45%
FastBridge Avg. Winter 2022	80%	87%	56%	71%	84%	61%	57%	37%
Aspirational Goal Target	On-Track*							

MISchool Data Overview: EHMS
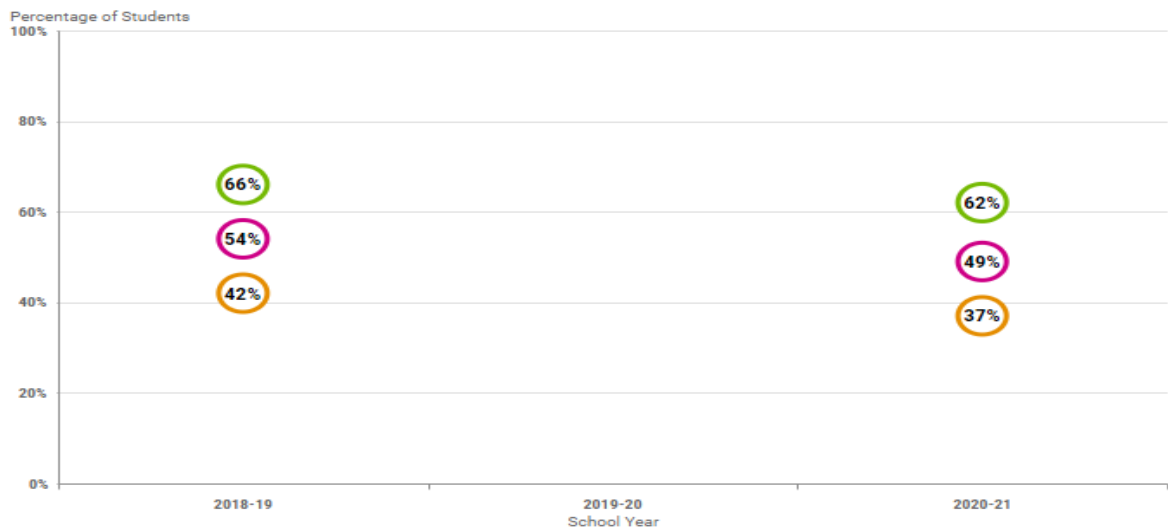
Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

⋯●⋯ **East Hills Middle School**

--●-- **Average of Similar Schools:** ✓ Student Characteristics or Distance
View Schools   **View Schools**

-·●·- **State of Michigan Average**

Data Reflections & Next Steps: EHMS

East Middle School Objective 1: All students at East Hills will become proficient in literacy skills across disciplines.

> **Reading Strategies:**
> 1. Through instructional modeling, practice and feedback, students will be able to identify central ideas within a text, and construct a claim with evidence and rationale.
>   ATL Skills:
>   a. *Communication 1a: Write for different purposes.*
>   b. *Communication 1b: Read critically and for comprehension.*
> 2. Students will engage in reading a variety of texts individually, in small groups and class read-alouds to develop their fluency and comprehension.
>   a. *Communication 1b: Read critically and for comprehension.*

Math Strategies:
1. Students will engage in formative practice and feedback opportunities to further develop foundational math skills.
   ATL Skills:
   a. Communication 1b: Use and interpret a range of discipline-specific terms and symbols.
2. With guidance and support of teachers, students will be able to dissect and synthesize word problems, making meaning of vocabulary, mathematical symbols and equations, selecting and applying the appropriate processes to solve complex problems,
   ATL Skills:
   a. Communication 1b: Use and interpret a range of discipline-specific terms and symbols.
   b. Communication 1b: Make inferences and draw conclusions.

Fall - Winter 2022 Target Areas - Reading			
Target Study Area(s)	**Data to Analyze Further or New Data to Contribute**	**Who is involved**	**Date to Reconvene**
Constructing a Claim and Identifying a Central Idea in a Text in the context of reading or writing, supported with evidence and rationale.	-Student classwork and class assessments; -Fountas and Pinnell Assessment (4/5)	All grades Core Content Area-Teachers and Support Staff	May Staff Meeting
Identifying key elements of text analysis including universal themes, complex vocabulary, author's craft, plot and subplots, characterization, understanding multiple perspectives, symbolism, conflicts and figurative language, and word solving.	-Student classwork and class assessments; -Fountas and Pinnell Assessment (4/5) -Fastbridge A-Reading	All Grades-English Language Arts Teachers and Support Staff.	May Staff Meeting
Independent reading with book selection based on student choice and reading level, promoting independent reading and challenging them in the areas of communication, research and thinking.	-Fountas and Pinnell Assessment (4/5), FastBridge A-Reading	All Grades-English Language Arts Teachers and Support Staff.	May Staff Meeting
Emphasis on Read-Alouds and Reading for Enjoyment in the classroom	-Fastbridge A-Reading -Classroom Libraries -Book clubs -Classroom Data	8th Grade English Language Arts (and earlier grades)	May Staff Meeting

Fall - Winter 2022 Target Areas - Math

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is involved	Date to Reconvene
Students will construct viable arguments and critique the reasoning of others.	-Vocabulary and Math Communication Skills (Math Criterion C assessments for grades 6-8) -Observing student talk in small group and whole-class discussion	All grades math teachers and instructional support	May Staff Meeting
Students will be able revise their thinking and consider common errors and misconceptions in mathematical processes as they grapple with complex problems.	-Practice problems in class, -Observational data -Interactive notebooks with complex problem examples/annotations -"My Favorite No/Mistake" problem sets -Classroom practice problems and in-class assessments -Fastbridge A-Math	All grades math teachers and instructional support	May Staff Meeting
Immediate Feedback to address errors and learning misconceptions, and to reinforce foundational math practices *(ex. Base-ten numeracy skills in grades 4 and 5)*	-Formative in-class Assessments *(Entrance, exit tickets)* -EnVision and Big Ideas Math formative practice sets with self-checks -Fastbridge A-Math	All grades math teachers and instructional support	May Staff Meeting

Bloomfield Hills Middle School

Goal Monitoring & Data Brief:

Tracking Student Outcomes During COVID-19
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ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts
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SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	

M-STEP Proficiency Rates by Building Average (Reading & Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	69%	86%	65%	64%	67%	48%	27%	32%
Reading 2017-18 SY	68%	89%	55%	67%	67%	51%	31%	23%
Reading 2018-19 SY	71%	71%	58%	73%	69%	56%	17%	28%
Reading 2020-21 SY	74%	N/A	N/A	N/A	73%	N/A	N/A	N/A

Reading 5 -Year Avg. Baseline & Target for 2021	71%	82%	59%	68%	69%	52%	25%	28%
Math 2016-17 SY	66%	90%	48%	44%	67%	38%	23%	31%
Math 2017-18 SY	67%	95%	43%	58%	68%	42%	17%	26%
Math 2018-19 SY	69%	90%	42%	59%	69%	49%	17%	33%
Math 2020-21 SY	65%	N/A	N/A	N/A	65%	N/A	N/A	N/A
Math 5 -Year Avg. Baseline & Target for 2021	67%	92%	44%	54%	67%	43%	19%	30%

M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 3-Year Avg.	69.3%	82%	59%	68%	68%	52%	25%	28%
NWEA 2019 Avg.	83%	94%	70%	83%	84%	66%	43%	24%
Fountas & Pinnell 2019 Avg	86.63%	88.89%	62.5%	80%	86.25%	60%	39.29%	20.83%
Fountas & Pinnell Fall 2020	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
Fountas & Pinnell Spring 2021	75%	83%	44%	50%	82%	57%	33%	9%
Fountas & Pinnell Fall 2021	83%	100%	38%	50%	84%	N/A	67%	48%
FastBridge Avg. Fall 2020	82%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
FastBridge Avg. Spring 2021	83%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	85%	97%	57%	Not Av.	85%	74%	Not Av.	37%
FastBridge Avg. Winter 2022	84%	97%	76%	Not Av.	84%	77%	Not Av.	36%
Aspirational Goal Target	On Track*							

M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 3-Year Avg.	67.3%	92%	44%	54%	68%	43%	19%	30%
NWEA 2019 Avg.	86%	94%	60%	89%	87%	73%	51%	34%
FastBridge Avg. Fall 2020	87%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	88%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	87%	98%	62%	Not Av.	89%	77%	63%	47%
FastBridge Avg. Winter 2022	87%	95%	60%	Not Av.	87%	74%	Not Av	41%
Aspirational Goal Target	On Track*							

MISchool Data Overview:BHMS
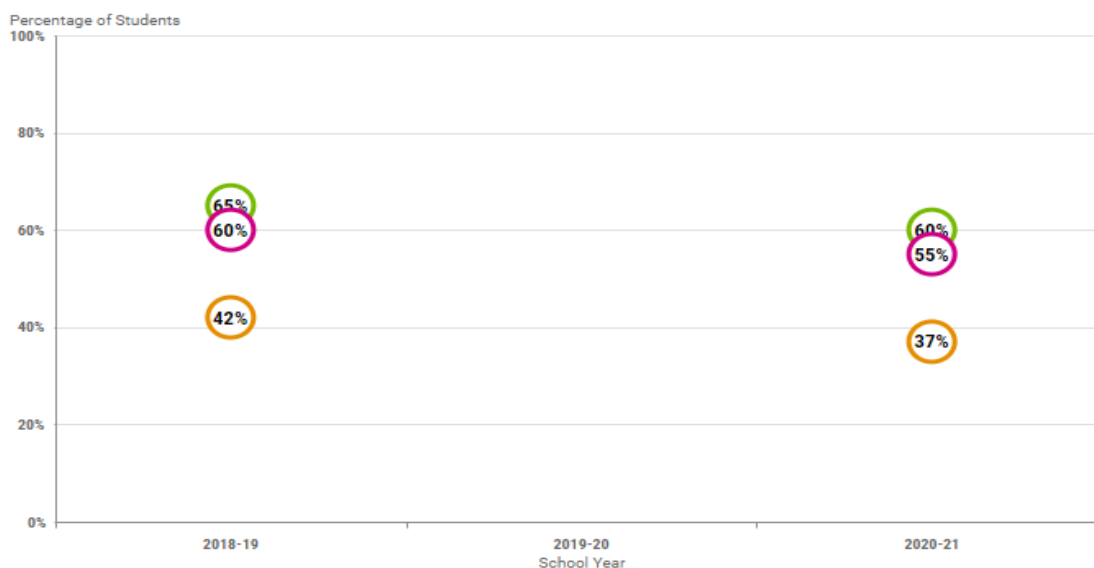
Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

- ●●●●● Bloomfield Hills Middle School

- ●-●-● Average of Similar Schools: [✓ Student Characteristics] or [Distance] View Schools   View Schools

- ●-●-● State of Michigan Average

Data Reflections & Next Steps: BHMS

BHMS Objective 1 (Reading): Through intentional Tier 1 and Tier 2 instructional support in literacy, readers will develop comprehension strategies for informational and literary texts.

BHMS Objective 2 (Math): Through intentional Tier 1 and Tier 2 instructional support, student mathematicians will develop multiple ways to solve problems.

Fall - Winter 2022 Target Areas - Reading			
Target Study Area(s)	**Data to Analyze Further or New Data to Contribute**	**Who is involved**	**Date to Reconvene**
Further practice in identifying, naming, and determining impact of figurative language to overall text's meaning	➜ Fountas and Pinnell Assessment (Grade 5) ➜ FastBridge A-Reading ➜ Classroom Data (Formative/Summative Assessment) ➜ Student self-assessments	All grades, Core Content Area Teachers, Unified Arts Staff and Support Staff	May Staff Meeting
Developing readers' understanding of informational text features	➜ Fountas and Pinnell Assessment (Grade 5) ➜ FastBridge A-Reading ➜ Classroom Data (Formative/Summative	All grades, Core Content Area Teachers, Unified Arts Staff and Support Staff	May Staff Meeting

	Assessment) ➔ Analysis of students' responsive writing using the MYP Criterion D for critical thinking		53
Determining Tier 2 Interventions for teachers to implement to support comprehension of informational and/or narrative text	➔ Fountas and Pinnell Assessment (Grade 5) ➔ FastBridge A-Reading ➔ Classroom Data (Formative/Summative Assessment) ➔ MTSS strategies	All grades, Core Content Area Teachers, Unified Arts Staff and Support Staff	May Staff Meeting

Fall - Winter 2022 Target Areas - Math			
Target Study Area(s)	**Data to Analyze Further or New Data to Contribute**	**Who is involved**	**Date to Reconvene**
Develop skills in reasoning and justifying mathematical solutions	➔ FastBridge A-Math ➔ Classroom Data (Formative/Summative Assessment) ➔ Student self-assessments ➔ Standardized Assessments ➔ EnVision (Grade 5) ➔ Big Ideas (Grade 6,7,8)	All grades math teachers and instructional support	May Staff Meeting
Expand students' problem solving skills	➔ FastBridge A-Math ➔ Classroom Data (Formative/Summative Assessment) ➔ Student self-assessments ➔ Standardized Assessments ➔ EnVision (Grade 5) ➔ Big Ideas (Grade 6,7,8)	All grades math teachers and instructional support	May Staff Meeting
Determine which areas of focus are needed for Tier 2 interventions in mathematical problem-solving and reasoning	➔ FastBridge A-Math ➔ Classroom Data (Formative/Summative Assessment) ➔ Student self-assessments ➔ Standardized Assessments ➔ EnVision (Grade 5) ➔ Big Ideas (Grade 6,7,8) ➔ MTSS strategies	All grades math teachers and instructional support	May Staff Meeting

West Hills Middle School

Goal Monitoring & Data Brief:
Tracking Student Outcomes During COVID-19
February 2021 Status Update

ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts
Reading Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	**Factors Impacting Data Reliability:** • *The FastBridge demographic filter tool is anticipated to be functional during the spring of 2022. All data is manually calculated, which takes time.* • *Students and staff absences due to COVID-19 may have impacted scores.*
Math Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	
SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	

M-STEP Proficiency Rates by Building Average (Reading & Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	63%	72%	53%	50%	63%	41%	22%	54%
Reading 2017-18 SY	68%	76%	50%	71%	68%	48%	36%	56%
Reading 2018-19 SY	70%	80%	62%	65%	69%	52%	31%	52%

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2020-21 SY	67%	79%	53%	NA	67%	51%	36%	42%
Reading 5-Year Avg. Baseline & Target for 2021	67%	77%	55%	62%	67%	48%	31%	51%
Math 2016-17 SY	64%	86%	19%	50%	62%	41%	42%	52%
Math 2017-18 SY	62%	80%	43%	63%	62%	38%	38%	49%
Math 2018-19 SY	60%	81%	38%	53%	58%	44%	36%	39%
Math 2020-21 SY	61%	89%	35%	NA	59%	31%	45%	40%
Math 5-Year Avg. Baseline & Target for 2021	62%	84%	34%	55%	60%	39%	40%	45%

M-STEP With Additional Data Sources by Building Average (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	67%	76%	55%	62%	67%	47%	30%	54%
NWEA 2019 Avg.	80%	74%	69%	93%	84%	62%	37%	37%
Fountas & Pinnell 2019 Avg	77%	71%	47%	67%	83%	56%	42%	41%
Fountas & Pinnell Fall 2020	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
Fountas & Pinnell Spring 2021	75%	87%	22%	50%	70%	Not. Av.	50%	38%
Fountas & Pinnell Fall 2021	82%	92%	31%	100%	90%	79%	Not Av.	57%

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
FastBridge Avg. Fall 2020	71%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	73%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	77%	78%	59%	89%	78%	59%	32%	42%
FastBridge Avg. Winter 2022	75%	84%	52%	96%	76%	32%	7%	36%
Aspirational Goal Target	On Track							

M-STEP With Additional Data Sources by Building Average (Math)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	62%	84%	34%	55%	60%	39%	40%	45%
NWEA 2019 Avg.	81%	87%	54%	93%	84%	49%	37%	38%
FastBridge Avg. Fall 2020	79%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	80%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	81%	89%	59%	86%	84%	57%	63%	45%
FastBridge Avg. Winter 2022	79%	89%	41%	87%	83%	43%	55%	48%
Aspirational Goal Target	On Track							

MISchool Data Overview: WHMS
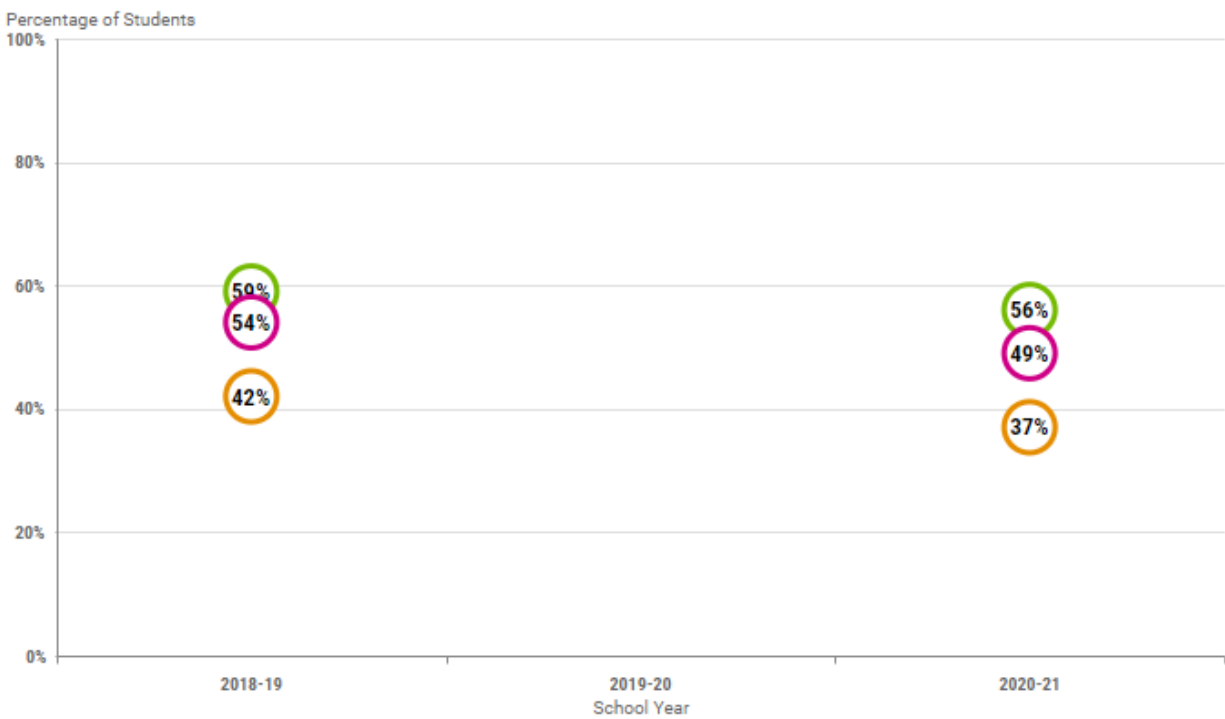
Percentage of Students

	2018-19	2020-21
West Hills Middle School	59%	56%
Average of Similar Schools	54%	49%
State of Michigan Average	42%	37%

Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

- ····●···· West Hills Middle School

- ■■●■■ Average of Similar Schools: ❓ ✓ Student Characteristics or Distance
  View Schools   View Schools

- ─·●··· State of Michigan Average

Data Reflections & Next Steps: WHMS

WHMS Objective 1 (Reading): We will incorporate more academic vocabulary and small group instruction into our daily literacy learning for all grade levels to further increase student achievement in fluency and comprehension.

WHMS Objective 2 (Math): We will continue to practice the application of computation skills using flexible strategies to solve real-world, multi-step word problems by scaffolding the learning to ensure the students are deeply understanding the concepts.

Fall 2021 - Winter 2022 Upcoming Exploration Target Areas - Reading

| Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is involved	Date to Reconvene
Students receive dedicated academic vocabulary instruction connected to core curriculum within individual units of study.	-End-of-unit curriculum assessments. -Interactive notebooks -Teacher observations -Formal and informal assessments -Fall/Winter/Spring FastBridge aReading/FastTrack assessments	All classroom and specialist teachers, Learning Specialist, Interventionist	Monthly Instructional Team Meetings April 13, 2022
Using progress monitoring data to guide small group instruction.	FastBridge: aReading and FastTrack, Fountas & Pinnell (4/5) Informal assessments	Classroom teachers, Interventionist, Learning Specialist	Monthly Instructional Team Meetings April 13, 2022
Use of graphic organizers and visuals within small and whole group instruction to support organization of key details and facilitate reading comprehension	Teacher observations Student writing samples from writing notebooks Conferencing with individuals and small groups	ELA, Science, and Social Studies teachers Learning Specialist Interventionist	Monthly Instructional Team Meetings April 13, 2022

Fall 2021 - Winter 2022 Upcoming Exploration Target Areas-Math

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is involved	Date to Reconvene
Model strategies to unpack information found in multi-step word problems. Using graphic organizers to deconstruct key elements of story problems as well as highlighting,circle, rereading, chunking (CUBES).	Formative Assessments and End of Unit Assessments within the math curriculum (real-life applications) for each unit to measure student success -Teacher observations -Fall/Winter/Spring FastBridge aMath and FastTrack assessments	All math classroom teachers Learning Specialist Interventionist	Monthly Instructional Team Meetings April 13, 2022
Math Equity Project: Show evidence of thinking. Discuss and defend their evidence and their strategies. Use a growth mindset to embrace the struggle and correct mistakes.	-Math Notebooks -Teacher observation -Formal and Informal Assessments -Administrative observational data	All 6-8 math classroom teachers Learning Specialist Interventionist Building/District Administration	Monthly Instructional Team Meetings District provided math department meetings April 13, 2022
Using progress monitoring data to guide small group instruction targeting fundamental skills.	-FastBridge aMath and FastTrack -Math Notebooks -Teacher observation -Formal and Informal Assessments	All Math classroom teachers Interventionist Learning Specialist	Monthly Instructional Team Meetings April 13, 2022
Continue to evaluate Building Instructional Team (BIT)	Staff surveys, Review of existing and	Building Administration Learning Specialist	Monthly BIT Leadership Meetings

systems and delivery of tiered supports to ensure student success and access to instructional resources.	previous documentation systems and norms	Interventionist Instructional Coach Special Education Teachers Counselors	

Bloomfield Virtual

Goal Monitoring & Data Brief:
Tracking Student Outcomes During COVID-19
February 2021 Status Update

ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts
Reading Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	**Factors Impacting Data Reliability:** • *The FastBridge demographic filter tool is anticipated to be functional during the spring of 2022. All data is manually calculated, which takes time.*
Math Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	• *Students and staff absences due to COVID-19 may have impacted scores.* • *Assessment delivery spanned across in person and virtual learning delivery formats.*
SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	• *Various literacy assessments were used due to copyright laws between in person and virtual learning models to gauge student reading levels, causing small variance.*

M-STEP With Additional Data Sources by District Average K-5 (Reading)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 3-Year Avg.	66.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NWEA 2019 Avg.	80%	88%	61%	74%	83%	Not av.	49%	46%
Fountas & Pinnell 2019 Avg	64.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fountas & Pinnell Fall 2020	69.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fountas & Pinnell Spring 2021	81.06%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

FastBridge Avg. Winter 2020	90%	Not av.	Not av.	Not av.	Not av.	Not av.	Not av.	Not av.
FastBridge Avg. Spring 2021	87%	Not av.	Not av.	Not av.	Not av.	Not av.	Not av.	Not av.
FastBridge Avg. Fall 2021	94%	91%	67%	n/a	97%	n/a	85%	n/a
FastBridge Avg. Winter 2022	88%	88%	83%	N/A	90%	N/A	N/A	N/A
Aspirational Goal Target	On track							

M-STEP With Additional Data Sources by District Average K-5 (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 3-Year Avg.	65.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NWEA 2019 Avg.	82%	92%	56%	82%	86%	Not av.	58%	49%
FastBridge Avg. Winter 2020	71%	Not av.	Not av.	Not av.	Not av.	Not av.	Not av	Not av.
FastBridge Avg. Spring 2021	90%	Not av.	Not av.	Not av.	Not av.	Not av.	Not av	Not av.
FastBridge Avg. Fall 2021	90%	90%	82%	N/A	87%	N/A	71%	N/A
FastBridge Avg. Winter 2022	90%	83%	82%	N/A	90%	N/A	N/A	N/A
Aspirational Goal Target	On track							

Data Reflections & Next Steps: Bloomfield Virtual

BV Objective 1 (Reading): We will learn about the current use, frequency, understanding of, and roadblocks to applying home literacy practices of our BV families. Then we will develop outreach for families to meet the needs we uncover and learn about how they are/are not being utilized.

BV Objective 2 (Math): We will work to analyze benchmark and classroom data in math instruction to increase differentiation and meet students' needs. We will monitor progress based on student growth on assessments.

Fall 2021 - Winter 2022 Target Areas - Reading			
Target Study Area(s)	**Data to Analyze Further or New Data to Contribute**	**Who is involved**	**Date to Reconvene**
Home literacy practices	Surveys and conferences with families	BV families BV Teachers BV Admin	On-going
Comprehension skills	Drill-down data in Fastbridge (FB)--*How can we see class-wide data on which skills are low?* Time for Ts to share and discuss what is in FB, informing next instructional decisions based on trends?	BV teachers Learning Specialists	On-going

Fall 2021 - Winter 2022 Target Areas-Math			
Target Study Area(s)	**Data to Analyze Further or New Data to Contribute**	**Who is involved**	**Date to Reconvene**
Strategies for making student thinking visible	--teacher notes/anecdotal observations	All virtual classroom teachers	On-going
One-on-one time for struggling math students	EnVision and FastBridge data	All virtual classroom teachers	on-going

Wing Lake

Goal Monitoring & Data Brief:
Tracking Student Outcomes During COVID-19
February 2022 Status Update
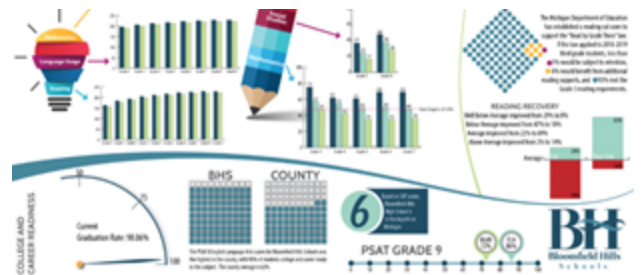
ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts Due to COVID-19
Reading Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	**Factors Impacting Data Reliability:** ● *Assessment delivery spanned across in person and distance learning delivery format.* ● *The shifting of assessment systems in the 2020-21 school year limits the level of comparison data study.*
Math Goal 2021-2022	Bloomfield Hills Schools will increase student achievement for all students based on standardized assessments with a target goal of having all district students achieve 2% higher proficiency rates as compared to the highest in the county by 2026.	
SEL Goal 2021-2022	Bloomfield Hills Schools will develop and sustain a healthy, respectful, caring and safe environment for our students by providing a research-based student climate survey each spring in grades 3-12.	

Wing Lake progress towards goals

The number represented in the table is the average score for students on the K-9 benchmark assessment. Wing Lake used the adapted Bridge diagnostic assessment for literacy and the MISD math assessment.

Building Average for all grades										
	All	Asian	Black	Hispanic	White	SED	ELL	SWD	Male	Female
Fall 2021-22 SY	2.32	n/a	n/a	n/a	n/a	2.62	n/a	2.32	2.23	3.05
Winter 2021-22 SY	2.00	n/a	n/a	n/a	n/a	1.71 (4 less students met SED)	n/a	2.00	2.27	1.74
Spring 2021-22 SY										

ELA - Building Average for all grades										
	All	Asian	Black	Hispanic	White	SED	ELL	SWD	Male	Female
Fall 2021-22 SY	5.05	n/a	n/a	n/a	n/a	4.67	n/a	5.05	5.71	4.72
Winter 2021-22 SY	3.67	n/a	n/a	n/a	n/a	3.58	n/a	3.67	4.38	2.89
Spring 2021-22 SY										

BH Bloomfield Hills Schools

Data Reflections & Next Steps: Wing Lake

Fall 2021 to Winter 2022
Upcoming Exploration Target Areas - Reading

- Students will participate in classroom lessons utilizing Early Literacy lessons embedded in sensory and functional experiences, as evidenced by lesson plans and data from benchmark assessments.

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is involved	Date to Reconvene
Increase students' exposure to diverse literacy materials through the shared reading, alphabet and phonological awareness, and predictable chart writing literacy routines.

The 2021/22 school year will include an additional focus on literacy routines based on Karen Erickson and David | K-9 Reading Benchmark Assessments

Teacher observational data

Lesson plans

Weekly lesson templates included CORE word of the day and letter of the day.

Weekly communication/speech classroom sessions included | Wing Lake teachers, instructional assistants, GET team members, MICIP team members, and speech pathologists. | Our building MICIP team meets monthly; DPPD is offered in this area in August 2021 and April 2022. |

Koppenhagen's research. All Wing Lake teachers and speech pathologists will participate in a five day emergent literacy PD.	additional opportunities for CORE, fringe, and AAC Use of literacy routines in the ELA curriculum		
Throughout literacy routines and daily lessons, classroom staff will utilize a variety of resources and materials such as: books, articles, videos, and/or the District Cultural Observances calendar which has been updated for Wing Lake to include instructionally appropriate books, articles, and videos,	K-9 Reading Benchmark Assessments Teacher observational data Lesson plans Use of SEL/GET materials from the Wing Lake media center	Wing Lake teachers, instructional assistants, GET team members, MICIP team members, and speech pathologists.	Monthly MICIP team meetings at the building level

Fall 2021 to Winter 2022 Upcoming Exploration Target Areas - Math

- **BUILDING GROWTH/EVAL GOAL** - Wing Lake will work on closing the opportunity gap in math by implementing research-based hands-on and experiential instructional opportunities that are embedded in both sensory and functional experiences. Students will participate in Early Math Routines including Number of the Day as evidenced by lesson plans and data from benchmark assessments.
  - ACTIVITIES -
    - i. Providing tools to classroom teachers to further support student growth, understanding, and independence
      1. Training throughout the school year with Oakland Schools Math Consultant, Shawna Veit.
      2. Purchasing of manipulatives and materials
    - ii. We will work towards implementing learning walks within the building.

Target Study Area(s)	Data to Analyze Further or New Data to Contribute	Who is involved	Date to Reconvene
Early Math Routines, including Number of the Day All 11 classrooms at Wing Lake embed math/numeracy concepts into learning opportunities throughout the day. Staff provides opportunities to understand math concepts such as "more/less" via real-life scenarios. An example is graphing and/or voting on activities, opinions on current events, etc. Additionally, 1:1 correspondence occurs	K-9 Math Benchmark Assessments	Wing Lake teachers, instructional assistants, MICIP team members, and OS Math Consultant, Shawna Veit.	Our building MICIP team meets monthly; DPPD is offered in this area in August 2021 and April 2022.

throughout the school day and across the school environment. After our DPPD with the Oakland Schools Math Consultant, many staff began implementing the "number of the day" activity daily.			
Wing Lake is focused on early counting routines and additional math/numeracy concepts for students with cognitive disabilities using high leverage practices and the research of Les Staves. Our building growth goal is focused on numeracy - Students are assessed in the following areas: Students will visually/tactically attend a lesson and complete hand under hand for the duration of the task. Using pictures, objects, pips, etc., students will identify the target number (number of the week/day) from an array/grouping of two. Using pictures, objects, pips, etc., students will identify the target number (number of the week/day) from an array/grouping of three. Using pictures, objects, pips, etc., students will identify the target number (number of the week/day) from an array/grouping of four.	Pre- and post-test (February 7th and March 21st) with teaching in between	Wing Lake teachers, instructional assistants, MICIP team members, and OS Math Consultant, Shawna Veit.	Our building MICIP team meets monthly; DPPD is offered in this area in August 2021 and April 2022.

Data Reflections

During a time when instructional delivery has fluctuated between distance learning and in person, Bloomfield Hills Schools continues to move forward

Strategic Planning Goals

Experiential Learning
1. Further develop problem-based learning experiences across disciplines of K-12
2. Develop online platform for teachers to learn, share, and grow with instructional strategies
3. Create a BHS Tiered Instruction Matrix for grades K-5 for ELA and Mathematics

Providing a Rigorous Curriculum Aligned to Standards
1. Implement newly adopted curriculum and instructional practices with fidelity k-12.
2. Revise core high school science courses so as to align with Michigan Science Standards (NGSS) by including all standards for all students
3. Adopt and utlize a common platform for all 4 core areas in K-12 as well as continuous improvement cycle

Providing Multiple Ways to Show Learning
1. Ensure all core content areas develop and implement 5 components of a Comprehensive Balanced Assessment System (Short-Cycle Formative, Medium-Cycle Formative, Common Assessments, Long-Cycle Informative, District Level).
2. Develop a support structure to support implementation of 5 components

Focusing on Educating Whole Child
1. Develop a SEL Leadership Team and common vision for BHS
2. Provide ample SEL professional learning supports to district staff
3. Develop and implement a health and wellness program for staff and students for pre-k through age 26

7

with implementing the instructional District Strategic Vision Plan. The District Improvement Plan sits in companion to the Strategic Vision Plan, helping make vision become actionable. At the midyear point, district math and reading benchmark assessment data show students to be on track (refer back to pp. 10-12 for specific data percentiles).

Building based midyear data, objectives, and activities show trends connecting back to the focus areas listed in the district Strategic Vision Improvement Plan (SIP), District Improvement Plan (DIP), and district Portrait of a Learner (PoL). The following table synthesizes and draws connections between trends across all K-8 buildings and guiding district vision and goals.

Emerging Trends	SIP	DIP	PoL
Multi-Tiered System of Support professional learning and application is underway for both Reading and Math.	✔	✔	✔
Grade level meetings focusing on aligning instructional assessments and resources based on best practice in reading and math.	✔	✔	✔
Reading instruction building supportive reading skills and strategies that lift the level of students' comprehension of increasingly more complex fiction and non-fiction.	✔	✔	✔
Math instruction building supportive skills and strategies that lift the level of conceptual understanding.	✔	✔	✔
Building a culture of using assessments that allows multiple ways for students to show evidence of learning.	✔	✔	✔
Ample SEL professional learning and resource supports provided to staff.	✔	✔	✔
Increased focus on building in more learning opportunities where students, share, collaborate, and work with math manipulatives.	✔	✔	✔
Building partnerships with parents/guardians in effort to support more experiential learning with concepts being learned in class.	✔	✔	✔

Continuous Improvement Learning Plan

Introduction:

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. Then in 2021, the Governor signed a new law under Section 98b stating that districts must assess students and publicly share their results and progress towards goals throughout the school year. The following are highlighted elements of the Bloomfield Hills continuous improvement learning plan.

Key Components

Connectedness: The sense of community is at the forefront of our plan. Teachers will communicate and connect with their classes through activities that are designed to maintain the classroom community.
Content: Teaching teams will create learning experiences at each grade level or course that moves learning forward and is available to all students. This is the curriculum. The content allows students to move forward in their learning. Teachers will provide feedback to students on the learning experiences and assist the student in uncovering new knowledge.
Compassion: All members of the community will be treated with compassion and grace. This is a stressful time for everyone in the community and the impact on every family and individual will be different. Treating each other with kindness and grace is the goal for all community members.
Reflection and Improvement: As the community moves into this new reality, there will be continuous improvements to the system and tweaks as we see the feedback. The overall format will not change, just be improved and revised to meet the needs of this ever-changing response to the pandemic.

Assurances

- Bloomfield Hills Schools will make their Continuous Improvement Plan transparency reporting link located on www.bloomfield.org no later than March 2022 and again in June 2022.

- Bloomfield Hills Schools will create and make available on its transparency reporting link located on the district's website, a report concerning the progress made in meeting the educational goals contained in its Continuous Learning Plan not later than February 28, 2022, for goals expected would be achieved by the middle of the school year and not later than the last day of school of the 2021-2022 school year for goals Bloomfield Hills Schools expected would be achieved by the end of the school year.

- Benchmark Assessments: Bloomfield Hills Schools will:
  - Select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - Administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2021-2022 school year and again not later than the last day of the of the 2021-2022 school year.

- If delivering pupil instruction virtually, Bloomfield Hills Schools will:
  - Provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - Expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Bloomfield Hills Schools had planned for that exposure to occur for in-person instruction.

- Bloomfield Hills Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Instructional Delivery & Equitable Access

Bloomfield Hills Schools has dual learning pathways in place for the 2021-2022 school year including face-to-face learning and a fully virtual classroom experience.

Teachers will create lessons and activities that engage K-5 students in the school environment utilizing innovative practices with expectations that mirror our pre-COVID19 teaching and learning expectations. Bloomfield Hills Schools will provide a device (iPad for K-1, Chromebook for 2-12) to every student upon enrollment and completion of the Technology Agreement. All courses will utilize Google Classroom and Zoom for ease of use when in the remote setting and during in-person learning. Students in all classrooms will have the opportunity to develop strong relationships and a sense of belonging with dedicated teachers and a consistent cohort of students.

Bloomfield students will continue to engage with the BHS curriculum, grounded in the Michigan Academic Standards. Experiential learning opportunities connected to our district farm and nature center will be included in addition to art, music, physical education, and Spanish. Opportunities for purposeful play and inquiry approaches to learning will be utilized with appropriate grade level developmental skills reinforced (i.e. social, self-management, fine motor skills, etc.) All students with a disability who enroll in BHS Blueprint will receive program, services and accommodations according to their individual IEP or 504 plan, understanding that some IEPs and 504s may need to be adjusted based on individual needs.

Distance Learning is employed for all students during times of complete building closure or classroom closure during periods of required quarantine. Each staff member has a digital platform for students to engage with including Google Classroom and Canvas. Teachers provide direct instruction via tools like Zoom and Google Meets while also providing learning focused feedback in small group and individual one-on-one settings.

Bloomfield Virtual provides an equitable, caring, and safe learning environment for Kindergarten through fifth grade students that is fully virtual. Bloomfield Virtual encourages students to be intellectually curious and academically ambitious. Leveraging the power of technology and community, Bloomfield Virtual learning promotes student agency for all learners to achieve their highest aspirations.
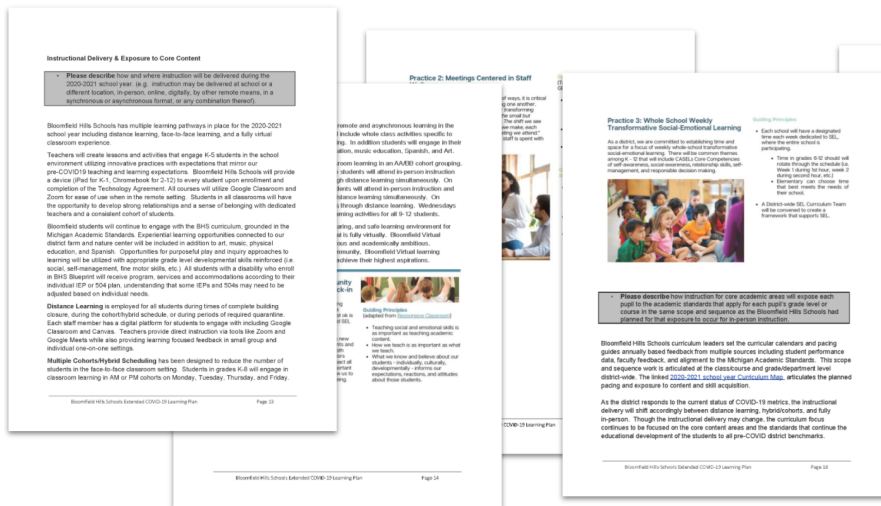
Equitable Access: Bloomfield Hills Schools is committed to building and supporting a technology ecosystem that is focused on providing equal access for our students, families, and staff that includes:

- Connectivity Support
- Access to tools and devices
- Family technical support for learning and troubleshooting technology issues

Specifically, Bloomfield Hills Schools provides:

- Connectivity to broadband/cell services for our in-district and center program families in need.
- Access to software tools for online and offline work that is accessible on district and non-district devices.
- District provided devices for each student and additional devices for hybrid/distance learning scenarios for our students with additional learning requirements.
- Virtual classrooms and resources available 24-7 including over 300 software applications and tools for students.
- Provide electronic and analog learning resources and support materials directly to families to support and supplement online/offline work
- Family Help Desk for families to access realtime support
- Website and portals for students and families to access additional support materials and resources.
- Translation services for families to communicate with district services.

Assessment Tools

The Bloomfield Hills Schools assessments are aligned to state standards and will be administered to all pupils K-9 at least once within the first 9 weeks of the 2021-2022 school year and again not later than the last day of the 2021-2022 school year to determine whether pupils are making meaningful progress toward mastery of these standards. This has been an established practice within Bloomfield Hills Schools and will continue into the 2021-2022 school year.

The FastBridge screener assessments in reading (aReading) and mathematics(aMath) will be administered to all students in grades K - 9 with the data used by educators to make informed decisions. FastBridge diagnostic testing and progress monitoring will be utilized in Tiers 1 and 2, consistent with the MTSS Framework. All teachers and supporting staff in grades K - 8 will receive professional development and support to use FastBridge assessments, reports, and interventions. Teachers of kindergarten students will utilize MLPP for Reading and Illuminate interim Assessments for math. Partnering with FAME, Bloomfield Hills Schools promotes teacher collaboration and planning for our growing effective formative assessment processes.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports.
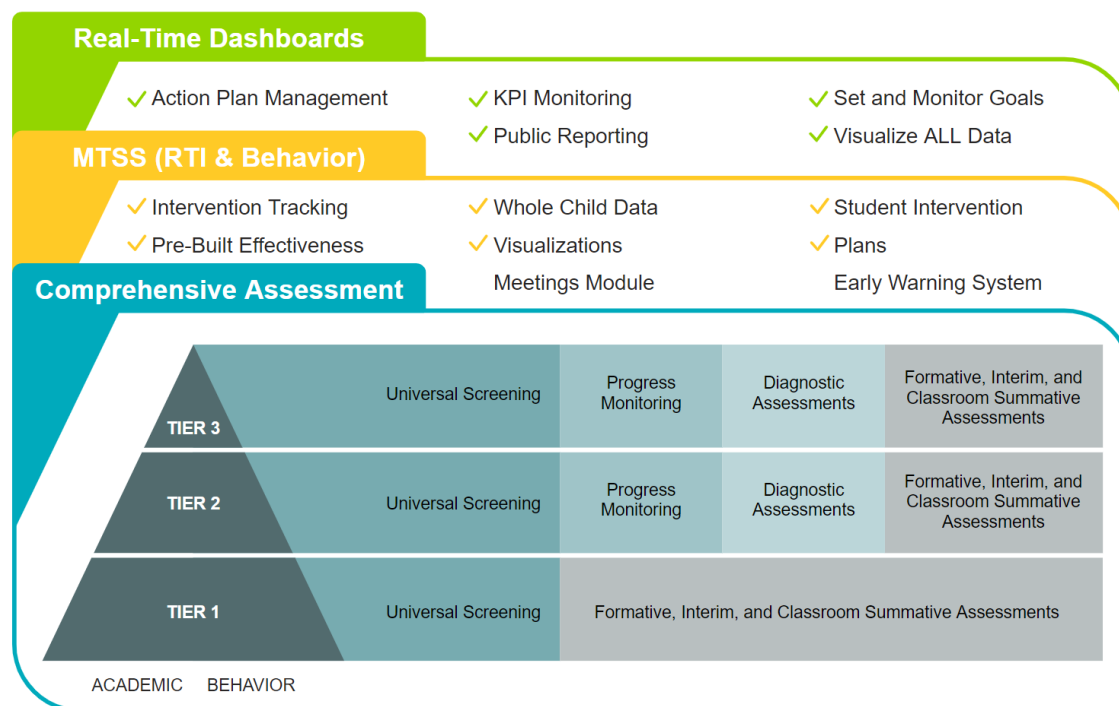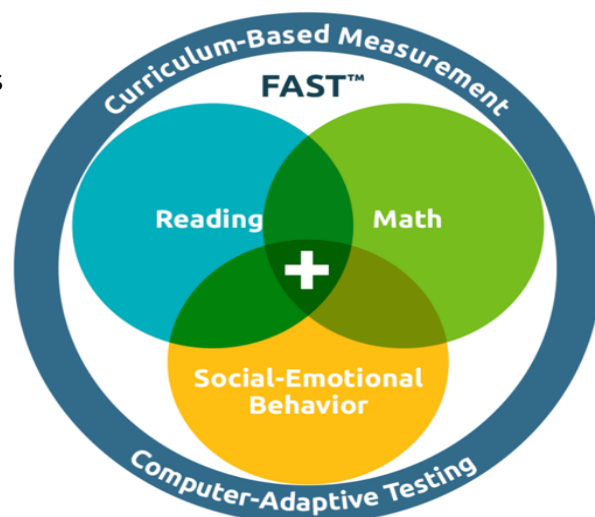
Recommended Screener for Benchmark Assessments in 2021-22

	Reading	Math
Kindergarten	- MLPP - Narrative Language Measure (cubed NLM) - FastBridge - EarlyReading - Fountas & Pinnell	FastBridge - aMath
1st Grade	- Fountas & Pinnell - MLPP - FastBridge - Early Reading	FastBridge - aMath
2nd Grade	- FastBridge - aReading - Fountas & Pinnell	FastBridge - aMath
3rd Grade	- FastBridge - aReading - Fountas & Pinnell	FastBridge - aMath
4th Grade	- FastBridge - aReading - Fountas & Pinnell	FastBridge - aMath
5th Grade	- FastBridge - aReading - Fountas & Pinnell	FastBridge - aMath
6th Grade	FastBridge - aReading	FastBridge - aMath
7th Grade	FastBridge - aReading	FastBridge - aMath
8th Grade	FastBridge - aReading	FastBridge - aMath

BHS Assessment System

In Bloomfield Hills Schools, we strive for a balanced assessment system. We believe that various assessments serve different purposes and have a continuous commitment to increasing our assessment literacy.

- *What are some of the assessments currently part of our BHS Balanced Assessment System?*
    - Fountas & Pinnell
    - enVision Math Assessments
    - Writing Pathways
    - Common Assessments Practices
    - FastBridge for Math & ELA (both the screener & diagnostic)
    - MLPP & Cubed NLM for Kindergarten
    - State Assessments as Available

Overall Assessment System Goal

Create an assessment system of meaningful assessment tools, methodologies and data systems that provide information to the key decision-makers to improve educational outcomes for ALL students at each stage in the learning process.

We Believe

➢ Effective assessments can provide information about instructional effectiveness, areas of curricular strength and weakness, resource and staff development needs, and targets for improvement.

➢ District assessments shall be used *for* student learning, provide timely feedback, involve students, and ultimately focus on determining and improving student learning.

Identified Characteristics of a High Quality Balanced Assessment System

➔ Conceptually fits with the district's strategic goals.

➔ There are multiple levels of assessment to provide meaningful data at all stages of teaching and learning.

➔ Provides relevant and timely data.

➔ Designed to meet the needs of the people that need the data such as teachers, administrators, students, and parents.

➔ Maximizes the ability of the district to adjust and adapt to the learning needs of ALL students through collaboration, curriculum adjustments, and interventions.

Action Goals

➢ Develop the dispositions, knowledge, and skills necessary for all educators to maximize the benefits of all assessments, building assessment literacy. Provide time and support needed to use assessments to drive learning.

➢ Develop the dispositions, knowledge, and skills necessary for all students to maximize the benefits of classroom assessments, building growth mindsets and ownership in learning.

➢ Establish an MTSS model that uses data to determine intervention needs as well as the effectiveness of interventions. Identify tiered interventions. Provide time, intervention materials/skills, and supports.

➢ Develop information on how to understand and use assessment data for the educational community as data is being shared.

Knowledge Base	Group Screening Report	Benchmarks and Norms
Find answers to your questions about FAST and MTSS	Analyze screening results to plan Tier 1 and Tier 2 instruction	View Benchmarks & Norms for each assessment and grade level

Multi-Tiered System of Supports

Bloomfield Hills Schools MTSS

**M**ulti-**T**iered **S**ystem of **S**upports

A Multi-Tiered System of Supports (MTSS) is a **comprehensive framework** comprised of a collection of research-based strategies designed to meet the **individual needs** and assets of the **whole child**. Effective practices are implemented within the **system** designed to address the continuum of learner needs across a variety of domains (cognitive, physical, behavioral, social and emotional) so that **ALL** learners succeed.
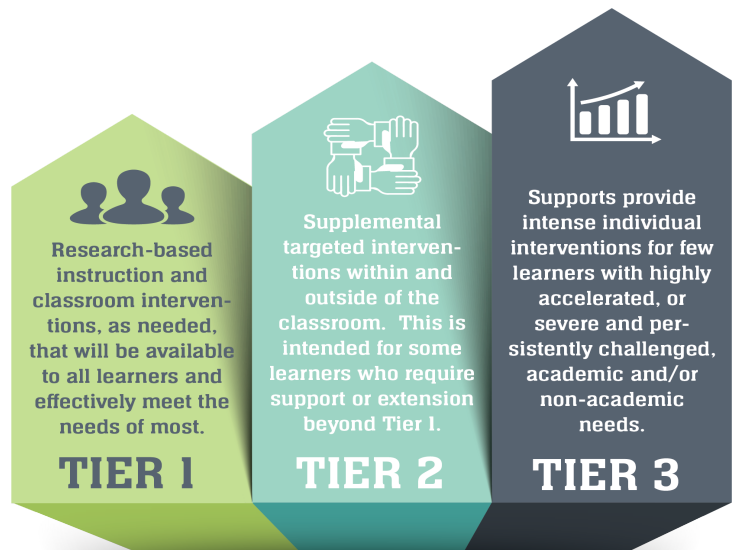
The following **five essential components of MTSS** are inter-related and complementary:
- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

MDE Component	Bloomfield Hills Schools MTSS Guidance
Continuous Data-Based Decision Making	The District Team (The Learning Services Team, Learning Specialists, administrators, and Teacher Leaders) will support analysis and use of data. • At the beginning of the 2021-2022 School Year, the screener data will be analyzed and utilized to support the following: ○ Determine additional learning of essential material for Tier 1 level adjustments or "learning gaps" to ensure student's success in the current grade. ○ Put a priority on diagnostic testing for students identified at risk in the screener first to allow collection of data needed for interventions with select students at Tier 2.

	○ To determine if students are showing potential beyond grade level for math grade-up placement.
Team-Based Delivery	The District Team will support, lead, and coordinate MTSS efforts across Bloomfield Hills Schools in response to the COVID School Closures. ● Assure Professional Learning and Collaborative Opportunities are available. ● Support Collaborative Grade Level Teams to analyze Screener Data and use it to determine Tier 1 Universal Supports and necessary Tier 2. Ensures time/space for a formal decision-making process to address the needs of children.
Tiered Delivery System	The District Team will use a process over time to provide learners with access to interventions inside and outside of the classroom. ● Using screener data to identify large group weaknesses to allow for interventions in class. ● Students identified as "at risk" from screener data will receive diagnostic assessments to determine areas of weaknesses while prioritizing concept/skills. Students needing interventions will be identified along with specific areas. Interventions will be supported through collaboration with the Learning Specialists, with additional instruction inside or outside of class. Progress monitoring through the district's assessment system will be utilized to determine next steps in a continuous learning cycle. Additional guidance for educators to meet the student's needs will be supported by LST and the Learning Specialists.
Selection and Implementation of Instruction, Interventions and Supports	The District Team will work together to assure that appropriate instruction, intervention, and supports are made to meet standards. ● In response to COVID, the previous grade's Critical Standards will be used to focus on analyzing assessment results. ● Professional learning in the use of instruction, interventions, and supports will be coordinated. ● Parents/families will be included where possible and as necessary.
Comprehensive Screening & Assessment System	The District team will use data from the district's assessment system to carry out the MTSS framework for the purpose of determining student needs, not testing the student. ● Math and ELA Screener, with possible SEL Screener, will be used to inform Tier 1 and identify students (not the content/skills) at risk. ● The diagnostic assessments will be used to identify the content/skills. ● The progress monitoring assessments will be used to determine when a student has mastered content/skills. ● Teachers will be supported through the use of shared data protocols that may be used to direct conversations.

Professional Development

Executive Summary & Opening Statement

With more research revealing the strong hinge factor instruction places on implementing effective programming, professional learning structures are finding their way into the national policy conversation. Learning Forward, in partnership with Education Counsel, are some of the loudest voices advocating for professional learning designs to be influenced by what research shows to be effective. The two advocacy groups have partnered together and drafted *A New Vision for Professional Learning* toolkit designed to help guide states in using ESSA funds to support effective implementation improvement systems. Many of the key components of Learning Forward's Professional Learning Standards align with the Professional Learning Community (PLC) model where teacher efficacy is built through teams of teachers engaging in continuous cycles of reflection and learning (see Table 1). Learning Forward contributed to policies adopted in 2012 by the Michigan State Board of Education resulting in *Michigan's Professional Learning Policy: Standards for Professional Learning*. The Professional Learning Standards amplify the significance and impact power of a job-embedded action inquiry approach to professional learning, whereby teachers are leading their learning with each other. In 2010, a collaboration between the National Comprehensive Center for Teacher Quality, Mid-Atlantic Comprehensive Center, and the National Staff Development Council resulted in the Job-Embedded Professional Development Issue Brief. Understanding what job-embedded professional development is matters in that the term is featured prominently in federal education regulations (i.e. School Improvement Fund regulations--U.S. Department of Education 2010b, State Fiscal Stabilization Fund guidelines--US DoE 2010a, Race to the Top grant application). The collaborative agencies authoring the Job-Embedded Professional Development Issue Brief note the following researchers when defining job-embedded professional learning:

> *Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any relevant local educational agency and school improvement goals (Hirsh, 2009).*
> *~Croft et al., 2010, Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well*

Creating a District Systemic Professional Learning Hub

In 2019, a partnership between Learning Services and Technology Services engaged in developing a long-term vision for enhancing and strengthening a district professional learning hub that could help support both large-scale professional learning initiatives as well as small, organically formed inquiry cohorts and individualized learning opportunities. The vision work launched in 2019, culminating in the

development and 2021 launch of a district Professional Learning website (bhlearninghub.org). The website shares the following mission statement:

To cultivate a job-embedded professional learning culture that provides multiple access points and is responsive to both individual and district learning goals.
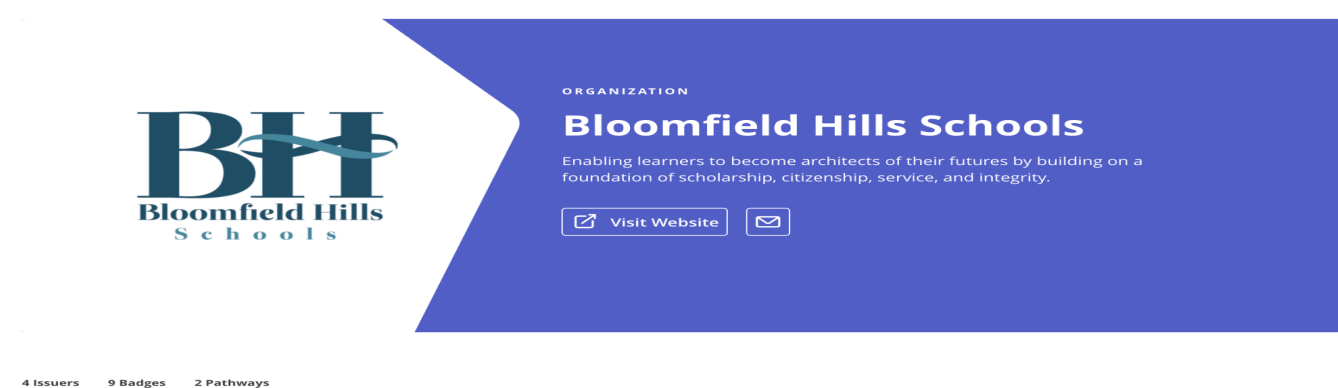
The newly launched Bloomfield Hills Teaching & Learning Hub website streamlines and creates efficiencies for both teachers and administrators in the following ways:
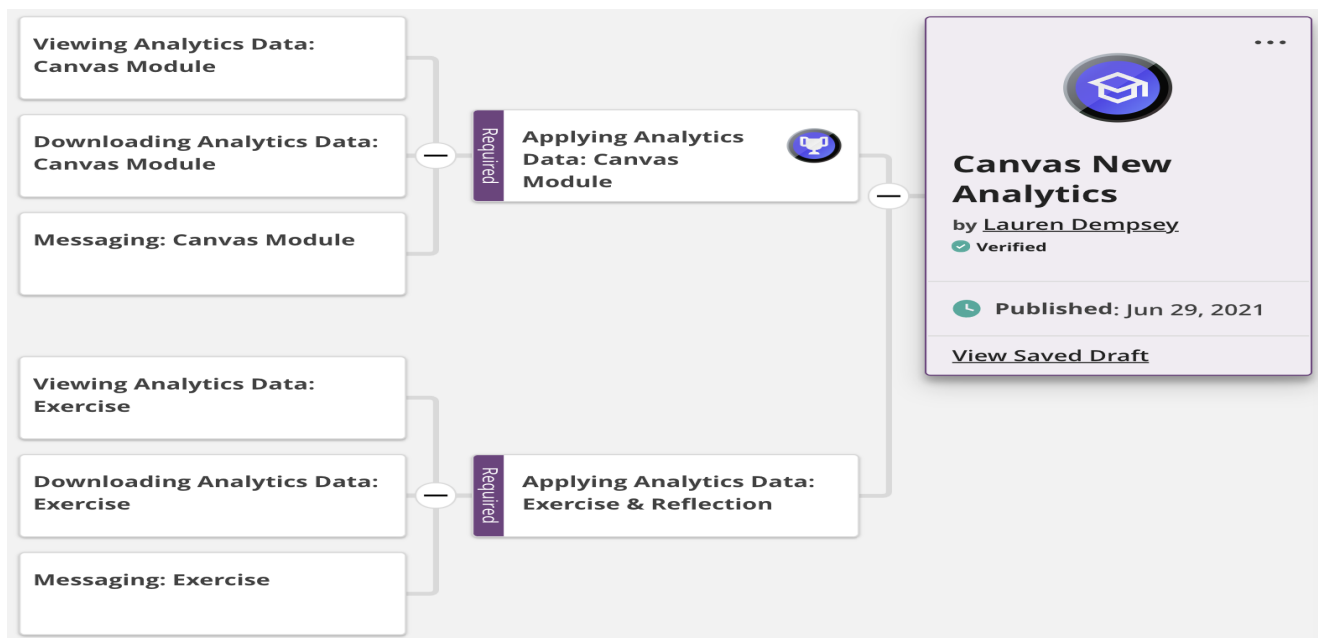
- Provides a means for communicating district provided professional development (DPPD) meeting logistics and details,
- Provides a means for staff to build out individualized professional development schedules for district Welcome Back Week,
- On-ramping curriculum materials for newly hired staff,
- Individualized eLearning offerings that provide SCECHs.

Future Bloomfield Hills Teaching & Learning Website Build-Out

The overarching design and utility vision for the *Bloomfield Hills Teaching & Learning Hub* website is to create a non-static, robustly alive hub for learning. The website provides the opportunity to make visible and accessible both in-district and outside-of-district professional learning opportunities and resources. The full build-out vision plan for the BHS professional learning website includes a blog space where district staff will be invited to share their professional learning experiences as well as ways they are applying their learning into their classroom learning design.

Another significant area of the website will be focused on developing a badging system. Professional learning activities and experiences will be thoughtfully curated and organized into "Pathways," which will help provide direction and structure to long-term learning goals. Each Pathway will consist of a variety of different learning tasks, including options such as eLearning modules, in-person experiences, and self-reflections, that will each be assigned a digital badge. These badges provide transparency for learning accomplishments and clear descriptions of the work that was completed to earn it.

ORGANIZATION

Bloomfield Hills Schools

Enabling learners to become architects of their futures by building on a foundation of scholarship, citizenship, service, and integrity.

[Visit Website]   [✉]

4 Issuers   9 Badges   2 Pathways

The curation of eLearning vetted modules is underway, helping support teachers looking to individualize some aspect of their professional learning so as to better meet the in-the-moment needs. Staff can work with the Administrator for Professional Development & Continuous Improvement to earn SCECH hours through eLearning modules. The process currently engages the teacher to share a reflection with the Administrator for Professional Development & Continuous Improvement and/or submit a certificate of completion of a module.

Creating a District Culture of Learning

District Professional Learning Structures

District Learning Labs

Starting in 2018, a small cohort of Bloomfield Hills Teacher Leaders as well as members of LST joined the county JEPL Network (Job-Embedded Professional Learning). From 2018-2020, the BHS cohort closely studied ways to build job-embedded learning in the form of Learning Labs. The article *Open Doors, Open Minds: Empowered Teachers Work and Learn Shoulder to Shoulder* (Hudson et al., 2016) outlines well the key components of lab learning design. Literacy Labs launched in the 2018 academic year and were in motion up to the start of the pandemic. English Language Arts Content Area Teacher Leader Liza Lauter designed and facilitated multiple full day Literacy Labs with elementary teachers focused on evidence based literacy instructional practices. Across the 2021-2022 school year, there will be an intensive focus on building both literacy and math focused lab learning experiences, aligning with both the ongoing implementation of new curriculum resources as well as District Improvement Plan goal areas.

Building-Based Learning Walks and Labs

Multiple building principals have begun the design process and implementation of job-embedded professional learning models to build and support a culture of learning and self-efficacy. Bloomfield Hills Middle School has launched Learning Walks with their building Leadership Team (composed of building administrators, Instructional Coach, Learning Specialist, Interventionist, and IB Teacher Leader) with the goal of in the near future opening up the Learning Walk process to all staff. The team sets aside a full day to learn together with the morning devoted to in-classroom observations focused on specific instructional practices and an afternoon debrief of their notices and wonderings. The BHMS Leadership team takes great care to share the notices with the teachers observed as well as thank you notes for opening up their classrooms to a team of observers. Another example of building based job-embedded lab learning can be found at Bloomfield Hills High School. The high school launched in early November their first Lab Learning experience, focusing on ways teachers build student engagement. The group of teachers visited multiple classrooms and then convened to engage in reflective noticing and shared learning. The high school has scheduled several future Lab Learning days. Other buildings are also working towards their version of embedded professional learning whether it be a full day design or an abbreviated version.

Continuity and Connectedness of Professional Learning

A significant amount of research underscores the importance of connected professional learning across a year versus one day sessions disconnected from any further continuity of learning. Research on effective professional learning has been building a consensus about key principles of effectively designed professional learning shown to impact teacher's knowledge and practices. Seven characteristics of effective professional learning design include: 1) *content focused*, 2) incorporates *active learning* utilizing adult learning theory, 3) supports *collaboration*, typically in *job-embedded contexts*, 4) uses *models and modeling* of effective practice, 5) provides *coaching and expert support*, 6) offers opportunities for *feedback and reflection*, and 7) is of *sustained duration* (Darling-Hammond et al., 2017). An intentional effort is made to design professional learning that incorporates these seven critical characteristics.

Embedding Action Inquiry

Many are familiar with the concept of inquiry, particularly in learning design for student learning. However, teacher action research --also referred to as action inquiry--is a job-embedded professional learning approach that can lead to significant change in instructional practice. Action research typically is tied to a teacher collaborating with other peers. Teachers take the role of "continuous learners and proactive 'actors' in their own classrooms" (Nugent et al., 2012, p.1). Action inquiry research builds a daily reflective practice where the teacher researcher engages in critically examining one's teaching in order to improve or enhance it. The cyclical nature of action research helps teachers to: link prior knowledge, learn from experiences, ask questions and systematically find answers (Fueyo & Koorland, 1997). *Figure 1* conceptualizes the cyclical nature of inquiry as well as how each cycle deepens and sophisticates one's instructional practices.
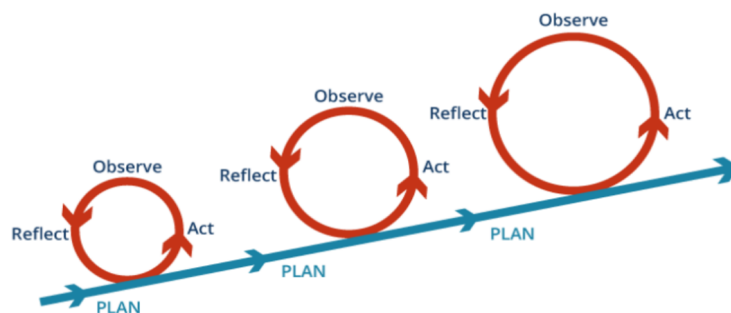
New Teacher Induction and Mentor Program

In 2004, the state of Michigan adopted a set of <u>six new teacher induction and mentoring standards</u>. In addition, Michigan Department of Education (MDE) established section 380.1526 of the Michigan Revised School Code, which required districts to provide an additional **fifteen** days of professional development to teachers across their **first three years in the teaching profession**. The fifteen days equates to an additional 90 hours a new teacher must accrue in professional development as well as their District Provided Professional Development hours (DPPD). MDE states that "mentoring and induction programs are an effective strategy to improve success and retention of beginning teachers while increasing student learning and achievement" (<u>Mentoring and Induction FAQ</u>). MDE goes on to emphasize that mentoring and induction programs can lead to narrowing "gaps in equitable access to effective educators for students of color, students with disabilities, and students from low-income backgrounds" (Mentoring and Induction FAQ).

Induction Seminars

Across the academic year, new teachers are provided with four in-district evening seminar sessions and four quarterly meetings with the county New Teacher Induction Program hosted and facilitated by Oakland Schools (NTIP). As a district, we see the importance of teachers having an induction experience both within the district system as well as building professional networks across the county. We also recognize that by partnering with the county, some of our more specialized new teachers have access to more peers in similar teaching positions. *Figure 2* provides an overview of how the district, building, and BHEA partner to support new teacher induction and mentoring.

BHEA Buddy Program

Starting in 2018, the BHEA partnered with Learning Services in supporting new staff to the district by providing a BHEA Buddy Program. All new staff, not just those in the new teacher induction program, receive a BHEA Buddy who meets with each individual once a month. New staff receive support targeting district systems of reporting, evaluating, etc.

Mentor Program

All new teachers in the new teacher induction program are assigned a mentor. Building administrators prioritize pairing mentees with veteran teachers in the mentee's area of teaching assignment. The mentor is assigned to the mentee for the duration of the mentee's new teacher induction. In Winter of 2022, the Administrator for Professional Development and Continuous Improvement will be working with the Assistant Superintendent of Human Resources to redesign the district mentor program. *Figure 3* provides an overview of current mentor and mentee roles and focus.

Peer Shadowing & Building Based Lab Learning

As the number of new teachers increases from past years, we are presented with an opportunity to build out structures and practices whereby new teacher building based cohorts can engage in job-embedded learning in their assigned building. The Administrator for Professional Development and Continuous Improvement collaborates with building administrators and their building Teacher Leaders to design in classroom professional learning that aligns with the immediate instructional growth needs of new teachers.

District Lab Learning

Across District/Vertical Lab Learning				
Literacy Lab				
Strategic Plan: Goal Area 1 Objectives	**Description of PD**	**Target Audience**	**Learning Outcomes**	
1, 3, 4, 5	Two separate labs: 3rd grade, and 4th grade. Learning will focus on lifting the level of classroom talk in the reader's workshop as well as other workshop based instructional strategies. The day will begin with shared learning. Classroom visit will include participating teachers employing some of the newly learning instructional strategies.	3rd, 4th grade teachers	Lifting the level of classroom talk in a reader's workshop. Building student centered talk that engages students in interpretation and analysis.	
Mathematical Mindsets Lab				
Strategic Plan: Goal Area 1 Objectives	**Description of PD**	**Target Audience**	**Learning Outcomes**	
1, 3, 4, 5	Math teachers engage in collaborative learning focused on the 8 Mathematical Practices. Teachers engage in classroom visits to watch peers enact particular mathematical practices that build student-centered problem solving talk.	3rd, 4th grade	Developing student-centered mathematical problem solving talk.	
1, 3, 4, 5	Math teachers engage in collaborative learning focused on the 8 Mathematical Practices. Teachers engage in classroom visits to watch peers enact particular mathematical practices that build student-centered problem solving talk.	6th-12th grade	Develop a shared understanding of the Common Core 8 Mathematical Practices and design lesson plans that incorporate the practices.	

Content-Area Specific Professional Learning			
ELA			
Strategic Plan: Goal Area 1 Objectives	**Description of PD**	**Level of PD**	**Learning Outcomes**
1, 2, 3, 4, 5, 6, 7	Teachers engaged in a week-long Homegrown Institute with Teachers College Readers & Writers Project (Columbia University). Sessions for K-2 and 3-5 were focused on small group instruction in reading. THe 6-12 session focused on Book Clubs.	Summer Institute: 1 week	To implement small group instruction for readers (K-5) and book clubs for grades 6-12. To use data to plan for targeted instruction for learners.
1, 2, 3, 4, 5, 6, 7	Teachers used the 5 core-competencies for SEL to consider the ways in which workshop practices honor SEL in the classroom. Teachers worked through the multiple purposes for Read Aloud to incorporate SEL and equity work within instruction. Teachers experienced a read aloud with these practices, then used other picture books to plan forward	Part of a multi-year initiative	To understand the multiple purposes of Read Aloud. To use Read Alouds to embed SEL competencies, consider the voices and experiences of characters in read aloud, and engage students in meaningful conversations.
1, 2, 3, 4, 5	3rd-4th grade teachers from across district gather for a full day of learning around teaching students skills to talk to each other for a wide variety of purposes--talking to build relationships, talking to analyze, talking to play with ideas, talking to report and listening. Teachers will experience several examples of scaffolds and tools they can use with students. They will have a chance to go into a classroom and engage with a small group in practicing these strategies. Teachers will work in pairs or triads, with small groups of students--one teacher will launch the lesson, one will coach the teacher. Then roles will reverse. The day will end with a debrief and planning for next steps.	Part of a multi-year initiative	To lift the level of classroom talk in our classrooms, particularly within literacy.

Content-Area Specific Professional Learning

MATH

Strategic Plan: Goal Area 1 Objectives	Description of PD	Level of PD	Learning Outcomes
1, 2, 3, 4, 6	K-5 teachers revisit and review the Common Core Mathematical Practices, generating look-fors in classroom instruction for each grade level. Launch group into the BHS Math Equity Challenge. Launch cycle 1, self-study of current enacted mathematical practices. Determine growth areas within the 8 Mathematical Practices.	Part of a multi-year initiative Teacher skill development, classroom application, monitor-analyze-evaluate-plan	Develop shared understanding of the Common Core 8 Mathematical Practices and how they look in enacted practice. Develop inquiry cycles where teachers learn, enact, and study impacts of particular mathematical practice areas they are targeting for growth.
1, 3	4th-5th math teachers (Fall 2021) engage in book study, reading *Rough Draft Math*.	Multiple weeks	To build strategies that develop student mathematical reasoning talk in the classroom.
1, 3	6-12 math teachers (summer 2021) engaged in book study, reading *Rough Draft Math*.	Multiple weeks	To build strategies that develop student mathematical reasoning talk in the classroom.
1, 2, 3, 4, 6	6-12, as follow-up to student empathy interview data, professional learning focuses on building instructional strategies teachers can employ in order to build a learner's: 1) perseverance in solving complex problems, and 2) constructing viable arguments and, 2) critiquing the reasoning of others	Part of a multi-year initiative Teacher skill development, classroom application, monitor-analyze-evaluate-plan	Develop understanding and instructional practices on enacting strength based feedback. Develop learning design and instructional practices that build a learner's perseverance and strategies with complex problem solving.

Content-Area Specific Professional Learning

Social Studies

Strategic Plan: Goal Area 1 Objectives	Description of PD	Level of PD	Learning Outcomes
1, 2, 3, 4, 5, 6, 7	K-12, Lifting and honoring student voice in SS. Building more student-centered talk in classroom learning design.	Part of a multi-year initiative	Develop a shared understanding of student-centered voice in an inquiry based instructional framework. Examine and cultivate instructional practices that build student-centered voice.
1, 3, 4, 5, 6, 7	4th-5th grade teachers design inquiry based lessons in preparation for future SS based learning labs focused on building inquiry based learning design.	Part of a multi-year initiative	Develop an understanding of inquiry based learning design and apply that learning into the curriculum design of inquiry based units, making sure to select and center multiple perspectives and voices with the sources.
1, 3, 4, 5, 6, 7	9-12 SS teachers. Develop cycle of inquiry using problem of practice prompt: *How can we engage all students in deep and meaningful social studies discussion as well as persevere in primary text based reading?*	Part of a multi-year initiative	Build instructional strategies and modeling that support readers with comprehension and analysis of primary texts through disciplinary literacy, while making sure to incorporate diverse text and multiple perspectives.
1, 3, 4, 5, 6, 7	6-8 SS teachers engage in learning strategies for building academic student-centered talk inside of inquiry instructional framework.	Part of a multi-year initiative	To examine and recognize productive academic talk/discourse and ways to design student-centered talk into an inquiry lesson framework accessible for all students.
1, 2, 3, 4, 5, 6, 7	6-8 SS teachers (Read. Inquire. Write.)	Part of a multi-year initiative	Develop and design inquiry based learning and argument writing through a disciplinary literacy approach to support all learners.

1, 3, 4, 5, 6, 7	6-8 SS teachers focus on a facilitation instructional approach anchored in inquiry based learning.	Teacher skill development, classroom application, monitor-analyze-evaluate-plan	Build a facilitation approach that supports student based individualized inquiry learning and engaging productive talk.

Content-Area Specific Professional Learning

Science

Strategic Plan: Goal Area 1 Objectives	Description of PD	Level of PD	Learning Outcomes
1, 2, 3, 4, 5, 6, 7	K-5 teachers engaged in an experiential science lesson from Cereal City Science and then reflected on where student agency and voice were critical components of the lesson.	Part of a multi-year initiative	Determine potential answers to the prompt: *Where does student agency and voice fit in science?*
1, 2, 3, 4, 5, 6, 7	6-8 Science teachers collaboratively analyze student work on a performance task, determining what type of evidence shows student understanding.	Part of a multi-year initiative	Analyze student work on a performance task for evidence of student understanding of the learning performances and use the analysis of student work to develop instructional strategies to support student learning.
1, 2, 3, 4, 5, 6, 7	6-8 Science teachers work to review CER in MiSTAR units and to coordinate across district to implement MiSTAR units and assessments.	Part of a multi-year initiative Teacher skill development, classroom application, monitor-analyze-evaluate-plan	Review and understand crucial components of claim/evidence/reasoning that are embedded in the MiStar Units. Teachers determine which pieces of student work each will gather in the Fall of 2021 to participate in a review of student work Spring of 2022.
1, 2, 3, 4, 5, 6, 7	9-12 Science teachers engage in book study (*Grading for Equity*. Joe Feldman).	Part of a multi-year initiative	Develop a shared understanding of the research behind grading practices and be able to identify current grading practices that may harm

			students. Teachers also investigate research supporting grading practices to implement.
1, 2, 3, 4, 5, 6, 7	9-12 Science teachers worked to coordinate the implementation of the units from our field test with OpenSciEd in Biology, Chemistry in Earth's Systems, and Physics of the Universe.	Part of a multi-year initiative	Build shared understanding of the key curriculum and instructional components of the OpenSciEd Units. Plan and launch implementation.

Program Development & Professional Learning

English Language (ELD)

Strategic Plan: Goal Area 1 Objectives	Description of PD	Level of PD	Learning Outcomes
2, 3, 4, 6	ELD teachers and ELD paraeducators participate in targeted professional learning that includes Title III Program Components, MDE protocols, and WIDA instructional frameworks and assessments.	Part of a multi-year initiative	Ensure Title III Program measures are consistently practiced district-wide.
3, 4, 6	ELD teachers and ELD paraeducators participate in WIDA 2021 ELD Standards E-Workshops. Participants take a collaborative approach, while engaging in deeper exploration around six topics within the WIDA English Language Development Standards Framework, 2020.	Part of a multi-year initiative	Develop a clear understanding of the WIDA English Language Proficiency Standards and their application in instruction and assessment.
1, 3, 5, 6	ELD teachers and ELD paraeducators participate in WIDA E-Conference 2021. Multiple choice sessions around best practices in ELD instruction, curricular tools and assessment. Participants reflected on their learning in a district form and will share out in future ELD Department meetings.	Part of a short series	Choice in learning sessions around best practices for ELD instruction, collaboration with General Education staff, implementation of ELD Standards.

Reading Recovery

| 1, 2, 3, 6, 7 | Reading Recovery district teachers and Way Elementary Interventionists review and analyze RR student data, as well as entering the data into the Reading Recovery data hub. (At the end of the school year, the data hub populates district's data overall by various subtests categories.)

Teachers engage in a lab learning setting where the group observes the 1:1 instruction. | Monthly sessions | Review and analyze Reading Recovery student data. |

1, 2, 3, 6, 7	RR Teacher Leader visits each RR teacher in the district to discuss, observe, and debrief RR lessons.	Monthly	Provide individual feedback to each RR teacher following an observed lesson.

Program Development & Professional Learning

IB: PYP, MYP, DP

Strategic Plan: Goal Area 1 Objectives	Description of PD	Level of PD	Learning Outcomes
1, 2, 6, 7	6-12 MYP Core Content Area teachers Middle Years and Diploma Program Vertical Skill Articulation: Participants started the day with experiential learning connected to essential skills, afterwards, 6-12 teachers collaborated as content areas to identify 2-3 essential skills (Approaches to Learning), 1 connected to SEL, and one connected to disciplinary literacy. Content areas shared and began scaffolding experiences at each level of the program to develop specific skills in learners.	Part of a multi-year initiative	Teachers collaborate to re-establish connections between middle-years educators, and shared experiences connected to the instruction of essential skills in order to grow a shared understanding of instructional moves that develop essential skills in students.
1, 2, 3, 5, 6, 7	New teacher IB Orientation series with a Fall and Spring session. IB Teacher Leaders do in building follow-up with each new teacher.	Part of a multi-year initiative	Teachers collaborate across the three IB programs (PYP, MYP, and DP) to deepen their understanding of the program mission, it's connection to the district vision, and what inquiry, action and agency look like from the perspective of each program. MYP teachers will also learn how to assess and communicate student learning and skills.

Tech Integration

2, 5, 7	Training provided to teachers on the hardware, software, and support available in the district for teaching and learning.	Single session	Building awareness with district staff of tech based learning resources and supports.
2, 5, 7	Bloomfield Virtual teaching staff as well as Media Specialists introduced and provided overview on the features of Class for Zoom. Provided family communication documents and support implementation plan.	Multiple session series	Building awareness with district staff of tech based learning resources and supports.

Special Education Professional Learning & Strategic Plan

Redefining and building a shared understanding of what is Special Education:

*Special education is not a place. It is a set of "services" provided to/for students with a disability to allow that students have access to and to succeed in the general education. **All** students are general education students. First and always!*

Requirements of Special Education
- We cannot discriminate.
- We have to ensure ALL general education interventions have been tried with FIDELITY prior to referral and eligibility determination.
- We have to educate students in their least restrictive environment (LRE).
- We have to be compliant and follow procedures.
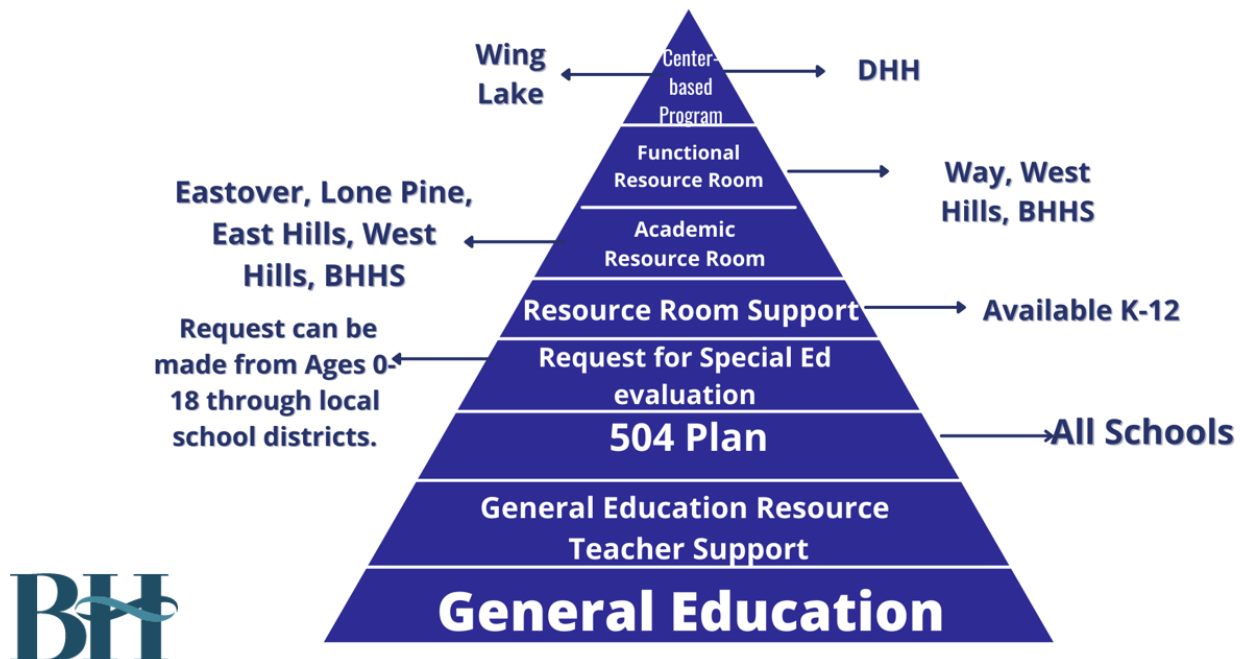- We have to offer a Free Appropriate Public Education (FAPE).

Equity & Inclusion

Equity: is an imperative process of removing barriers and creating spaces, by intentionally putting it at the forefront, ensuring access for all while amplifying diverse voices that are treated as insignificant and are unacknowledged. (source: OCDEISJ)

Inclusion: intentionally uses privilege or unearned benefits to amplify those who are treated as insignificant and unacknowledged so that their voices are heard and valued, and every individual feels a sense of belonging. (source: OCDEISJ)

Strategic Vision for BHS Special Education

- To 'rethink' special education and work together to create a system of support that is governed by conscience, provides compliance, and ensures education benefits for students.
- Uplift a community of diverse ideas that fosters understanding, acceptance, respectful civic discourse, and inclusion.
- To create an environment for the district to have meaningful dialogue and learn from one another.
- Center the voices of our students, going beyond the superficial attention to "student voice" to a more robust vision of power-sharing with our young leaders.
- To understand the 'why' behind what we do.

Current Continuum of Programs/Services

Wing Lake ← Center-based Program → **DHH**

Eastover, Lone Pine, East Hills, West Hills, BHHS ← Functional Resource Room → **Way, West Hills, BHHS**

Academic Resource Room

Request can be made from Ages 0-18 through local school districts. ← Resource Room Support → **Available K-12**

Request for Special Ed evaluation

504 Plan → **All Schools**

General Education Resource Teacher Support

General Education

BH

Shifting of Special Education Programming

Current Continuum of Services

- Early On (Birth - 3)
- SEED (3-5)
- Resource Room/Directed Studies (K-12 - all buildings) - RR
- Academic Resource Program (K-12-EO, LP, WH, EH, BHHS) - MiCI
- Functional Resource Program (K-12 - Way, WH, BHHS) - MoCI
- PREP (18-26)
- Center Programs (In district = Wing Lake, DHH; Out of district = SEI, ASD, DD)

Future Continuum of Services

- Early On (Birth - 3)
- SEED (3-5)
- Level 1 (K-12-all buildings) - RR
- Level 2 (K-12-all buildings) - RR
- Level 3 (K-12-all buildings) - RR
- Level 4 (K-12-all buildings) - RR
- PREP (18-26)
- Center Programs (In district = Wing Lake, DHH; Out of district = SEI, ASD, DD)

Moving to a Level Program Design for Special Education Support

The *WHY*

Compliance - We are required to align to either the Michigan Administrative Rules for Special Education (MARSE) or the Oakland ISD Special Education Plan for programming.

Purpose - The intent of the four levels of support are to move away from a disability driven system and move towards a student need driven system with a focus on Specially Designed Instruction for students.

Full Continuum - Increase our capacity to meet the needs of MOST students with disabilities within BHS and potentially return some students from center programs - an outcome of the design committee.

Stop the Label - Move away from the stigmatization of categorical classroom labels for students with IEPs.

Level Programs

Guiding Principles	Level Programming

• Can attend general education and special education classes.
• May need behavioral accommodations or supports.
• May receive paraprofessional supports based on individual needs.
• Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP).
• May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the IEP.
• May receive a regular diploma, certificate of academic achievement, or a certificate of attendance.
	• Will be based on student's identified needs in the following areas:
	   ○ Academic
	   ○ Independence
	   ○ Engagement
	   ○ Behavioral
	   ○ Social
	• Will offer multiple programming options.
	• Will provide for greater flexibility.
	• Will focus on student dignity and move away from classroom labels.

Multi-year Process:

1. **2021-22** - Strategic PD surrounding the shift in programming design will be provided and a focus on caseload analysis, behavior, peer to peer, Universal Design for Learning (UDL) - evidence based high leverage practices, Specially Designed Instruction (SDI), executive functioning and meeting mechanics.
2. **2021-22** - We will open two Level 4 programs, one at Lone Pine Elementary School and one at West Hills Middle School.
3. **2022-23** - We will shift to full implementation of Level programming district-wide; ARP/FRP/RR/DS will no longer be utilized to identify BH programs.

Additional Staffing Support:
- Instructional coaches K-8, .5 per building
  - Primary focus on modeling/coaching; high leverage practices; evidence based strategies; establishing consistency; support district-wide AT
- Behavioral coach - district-wide
  - Primary focus on modeling/coaching
- Full Time SSW's in every building
  - Will support both special and general education; focus on SEL
- Level 4 Classroom Staff
  - Goal is to begin to return students from center program and support