

Bloomfield's Blueprint

*Returning to teaching &
learning for the 2020-2021
school year*



April 15, 2021



Part One
COVID Update



Vaccines Shipped

Distribution Trend

Doses Administered

Doses by Vaccine

Doses Metrics

Coverage

Coverage Metrics

State Level Metrics

Enrolled Providers

Learn More

COVID Vaccine Distribution

Dashboard updated: April 14, 2021. Includes 1st and 2nd dose allotments. Dates refer to when an allotment was shipped by the distributor, NOT received by the provider. Doses are distributed to vaccine providers within the LHD jurisdiction.



Preparedness Region

All

Local Health Dept. Jurisdiction

All

Provider County

Oakland

Data as of :

4/12/21

Distribution Date Range

12/14/2020

4/13/2021

Provider Type

All

Vaccine Type

All

COVID Vaccine Distribution by County



Region 2N

Total Vaccines Distributed*

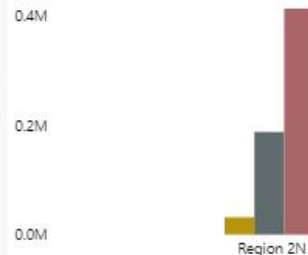
632,505

*426,460 doses were transferred to Federal Programs

Pfizer	413,205
Moderna	187,600
J&J	31,700

Doses Distributed by Preparedness Region
(M = Million)

Vaccine Type ● J&J ● Moderna ● Pfizer



Weekly COVID-19 Report



Oakland County Schools

Reporting period: March 31– April 13

METRIC	RESULT	Trend	DEFINITION
Total “Confirmed and Probable” COVID-19 Cases Reported in Oakland County	12,180		“Confirmed”: laboratory-confirmed positive molecular viral test “Probable”: rapid-antigen positive viral test
Cases/Day per Million Population 7-Day Average 14-Day Average	718 724		Average number of cases per day per million population over the given timeframe
14-Day Average Daily Case Counts	870		The average number of cases per day reported over the last 14 days of the reporting period
14-Day Average Daily Death Counts	.29		The average number of deaths per day reported over the last 14 days of the reporting period
14-Day Average Tests Per Day	5249		The average number of diagnostic tests administered to Oakland residents over the last 14 days of the reporting period
Percentage of Cases Hospitalized in the Last 14 Days	.15%		The percentage of cases (confirmed and probable) that reported being hospitalized over the last 14 days of the reporting period
Percent Positivity (7 days)	15.73%		Percentage of reported positive tests over the last 7 days (April 7 – April 13)
Percent Positivity (28 days)	14.23%		Percentage of reported positive tests over the last 28 days (March 17 – April 13)
Healthcare Capacity Strength	At or Over Capacity		Assessment of bed availability and hospital capacity
Testing, Tracing, Containment Infrastructure	STABLE		Assessment of testing availability and OCHD contact tracing capability

Reporting Period: March 31 - April 13

Total Oakland County Cases Reported by Age Group

Age Group	Total Cases	Trend	Age Group	Total Cases	Trend
0-4	264		50-59	1805	
5-9	419		60-69	1000	
10-13	550		70-79	321	
14-18	1319		80-89	119	
19-29	2481		90+	29	
30-39	2038		Unknown	4	
40-49	1831				

The number of reported cases increased by about 1,289 cases. The average number of tests per day increased to 458 tests per day. Percent positivity increased about 2.21% over the last 28 days and decreased by about .99% over the last 7 days. The number of deaths reported during this period has increased by .15%. The percentage of cases hospitalized has increased by .07%. Healthcare capacity in many places is at or over capacity. Testing, tracing, containment and infrastructure remain stable.





COVID-19 Summary for Oakland County



86,489

Total Cases¹

1,621

Total Deaths

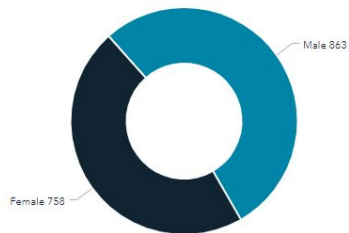
65,367

Total Recovered²

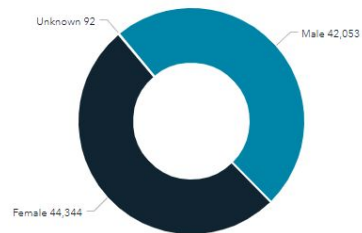
Counts

About

Deaths by Gender



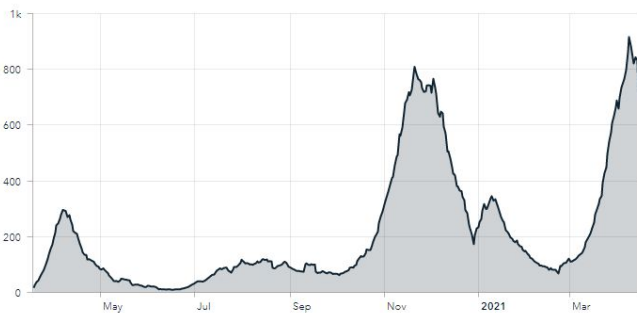
Cases by Gender



Counts by Day*

Date	Cases	Deaths
14-Apr	435	
13-Apr	908	
12-Apr	1,060	
11-Apr	450	1
10-Apr	495	
09-Apr	769	
08-Apr	915	
07-Apr	1,224	
06-Apr	987	
05-Apr	909	1

7 Day Average of Daily Cases

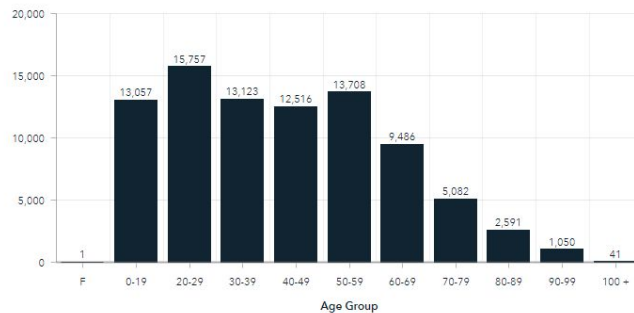


7 Day Case Average

7 Day Death Average

Total Confirmed Cases

Cases by Age Group



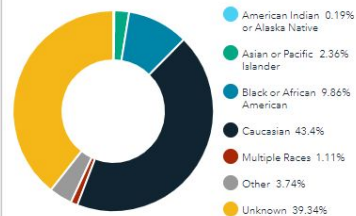
Cases by Age Group

Cases by Age & Gender

Deaths by Age Group

Deaths by Age & Gender

Percentage of Cases by Race



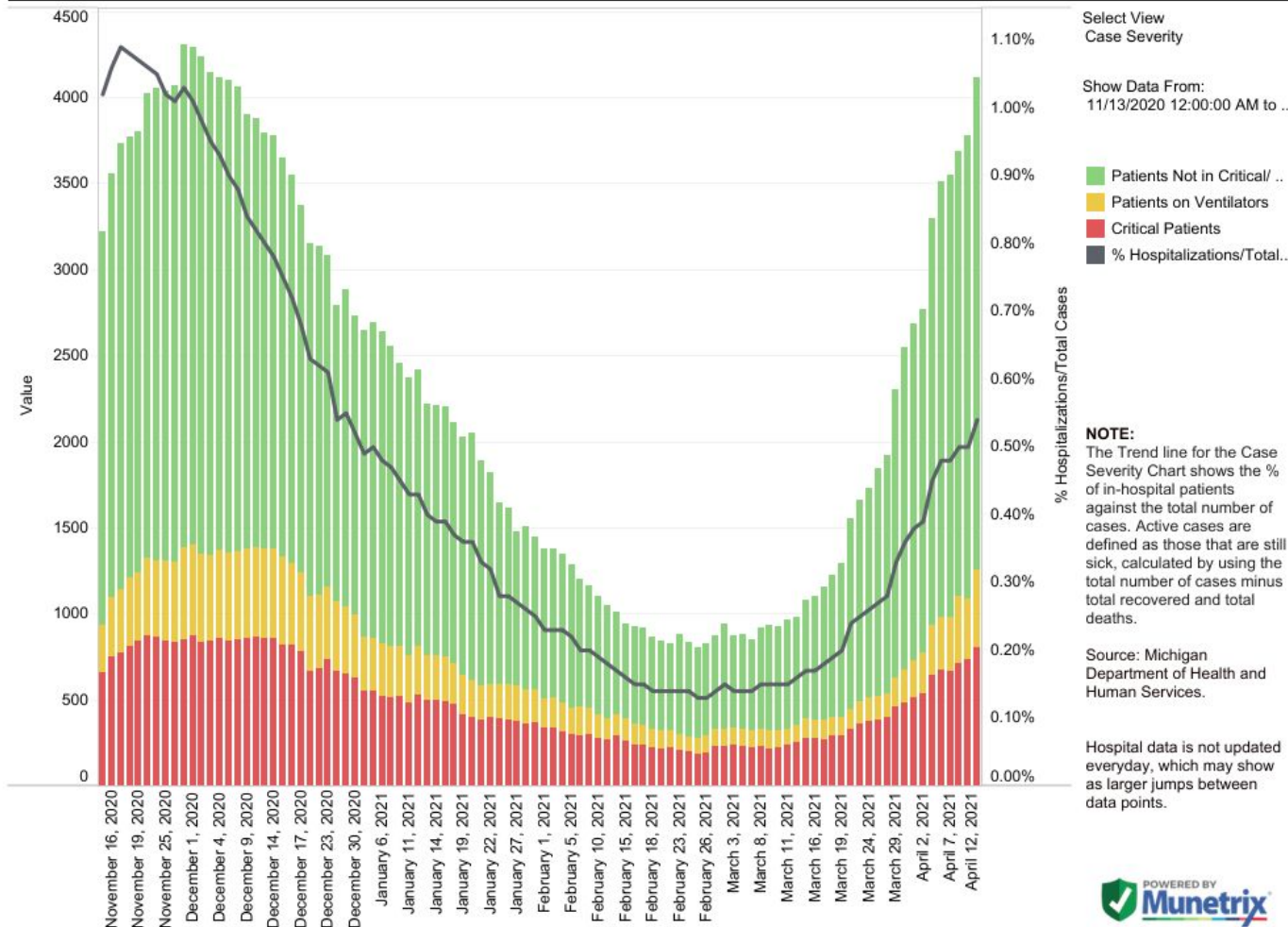
Cases by Race

Deaths by Race

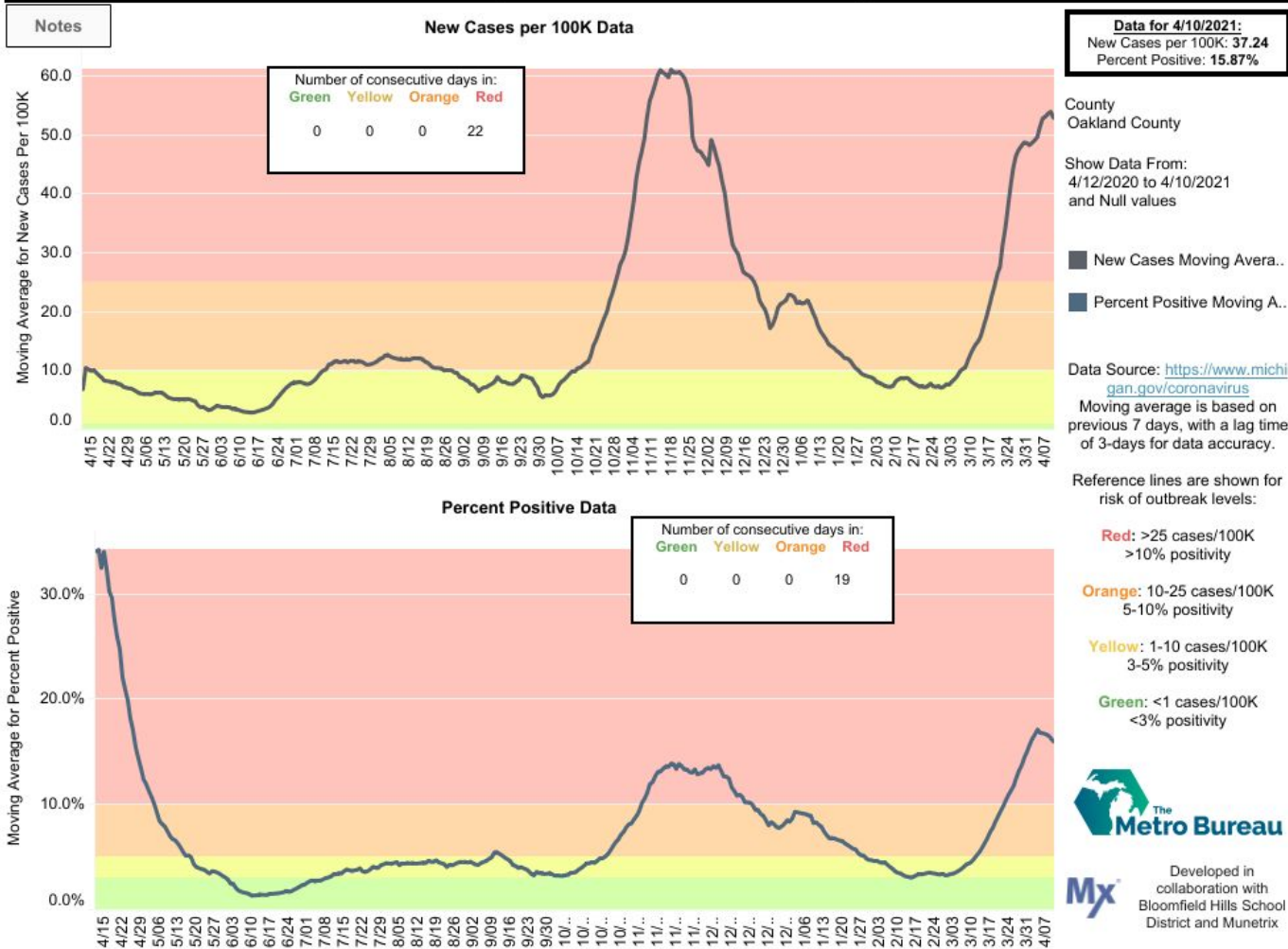
Updated 4/14/21, 10:45 AM
No updates on Saturday or Sunday.



State Hospitalization Trends - Case Severity



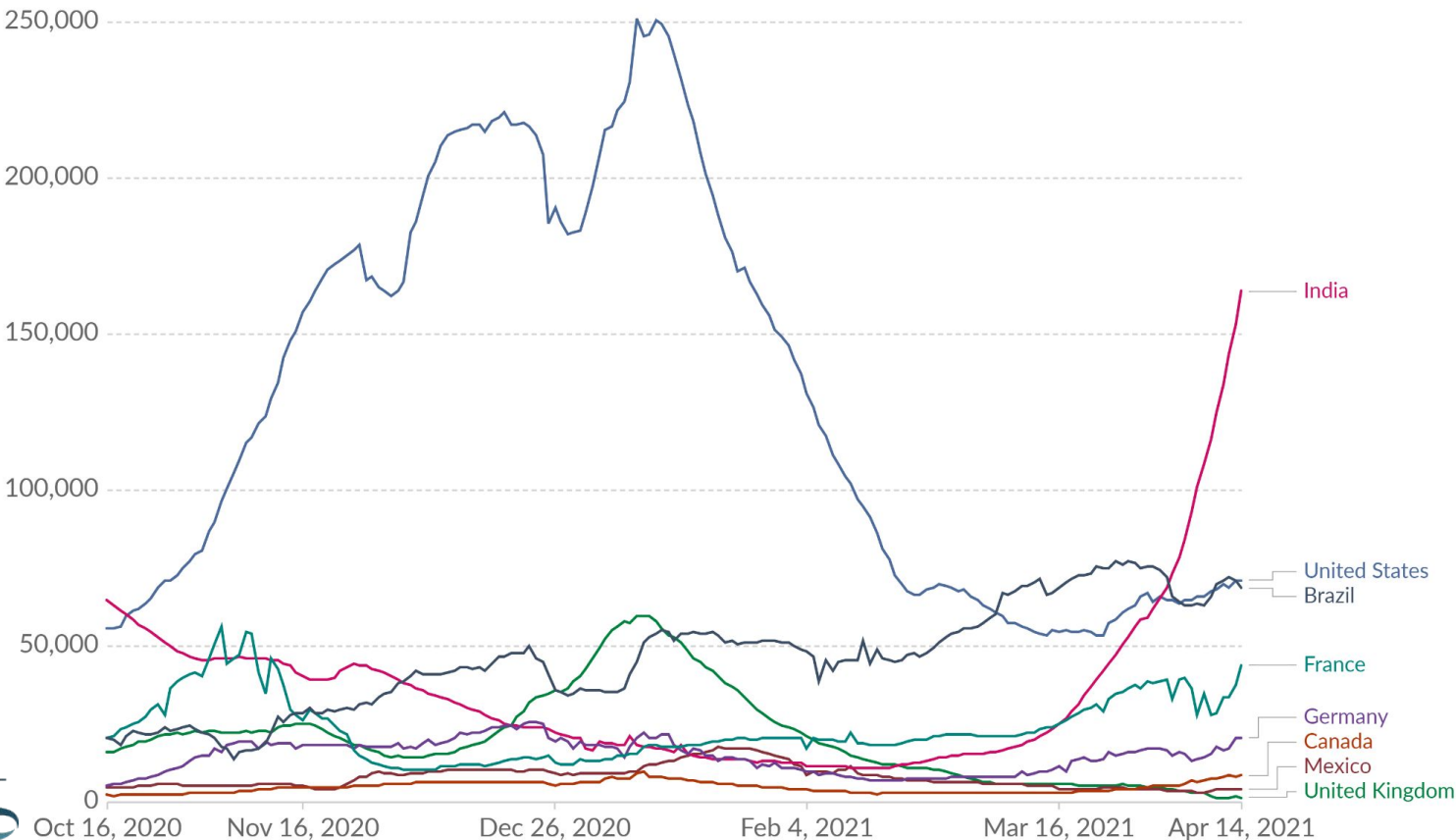
County Dashboard: Oakland County



Daily new confirmed COVID-19 cases

Shown is the rolling 7-day average. The number of confirmed cases is lower than the number of actual cases; the main reason for that is limited testing.

Our World
in Data



Source: Johns Hopkins University CSSE COVID-19 Data

CC BY



END OF SECTION

DISCUSSION

Part Two

Staffing Update



Staffing Update



Leave of Absence Provisions:

- 229 recovered / returned
- 0* staff on EPSLA
- 2 currently quarantined
- 24 active FMLA
- 2 Workers Comp Disability

**EPSLA sunset on 12/31/20. The district extended it to 1/29/21. So now any of those are absorbed in the regular FMLA numbers.*

Support Staff	Paras	Preschool/ Latch Key	Drivers
2019 Resignations	-12	-10	-13
2019 New Hires	+9	+9	+13
2020 Resignations	-18	-34	-13
2020 New Hires	+14	+4	+6
Cumulative Difference	-7	-31	-7

Staffing - Current Open Positions

2 Instructional Assistants at Wing Lake

School Social Worker

3 Latchkey/Kidz Zone teachers, 1 supervisor

18 bus drivers, 1 bus mechanic

6 paraeducators district-wide

1 Elementary, 1 K-8 Art, and 1 Resource Rm Teacher



END OF SECTION

DISCUSSION

Part Three

School Learning Updates & Summer Programming



ECOL Progress Monitoring/Transparency Reporting

ECOL Educational Goals

Reading Goal: BHS will maintain proficiency averages established prior to COVID-19 in reading for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.

Mathematics Goal: BHS will maintain proficiency averages established prior to COVID-19 in mathematics for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.

Social Emotional Learning (SEL): BHS will screen and respond to and support student wellness.



BH Bloomfield Hills
Schools

Extended COVID-19
Learning | PLAN

ECOL Educational Goals Review: Midyear Progress Reported February 1, 2021

Commitment to Continuous Improvement



Critical Standards and MTSS Document Links

In response to COVID, the previous grade's teachers created a list of Critical Standards that may be used to focus on analyzing assessment results.

However, these documents can support many efforts, including the following:

- Launching further conversations about Critical or Power Standards and curriculum development
- Creating Common Assessments that can be used for a process to create a **community of shared practice**. It is given by a group of teachers with the intention of collaboratively examining the results for:
 - Shared learning
 - Instructional planning to improve student learning
 - Curriculum, instruction, and/or assessment modifications
- Supporting the MTSS Framework

Document Links

[MTSS Documents](#)

(This should accompany all of the grades Critical Standards documents below)

[Kindergarten Critical Standards](#)

[1st Grade Critical Standards](#)

[2nd Grade Critical Standards](#)

[3rd Grade Critical Standards](#)

[4th Grade Critical Standards](#)

[5th Grade Critical Standards](#)

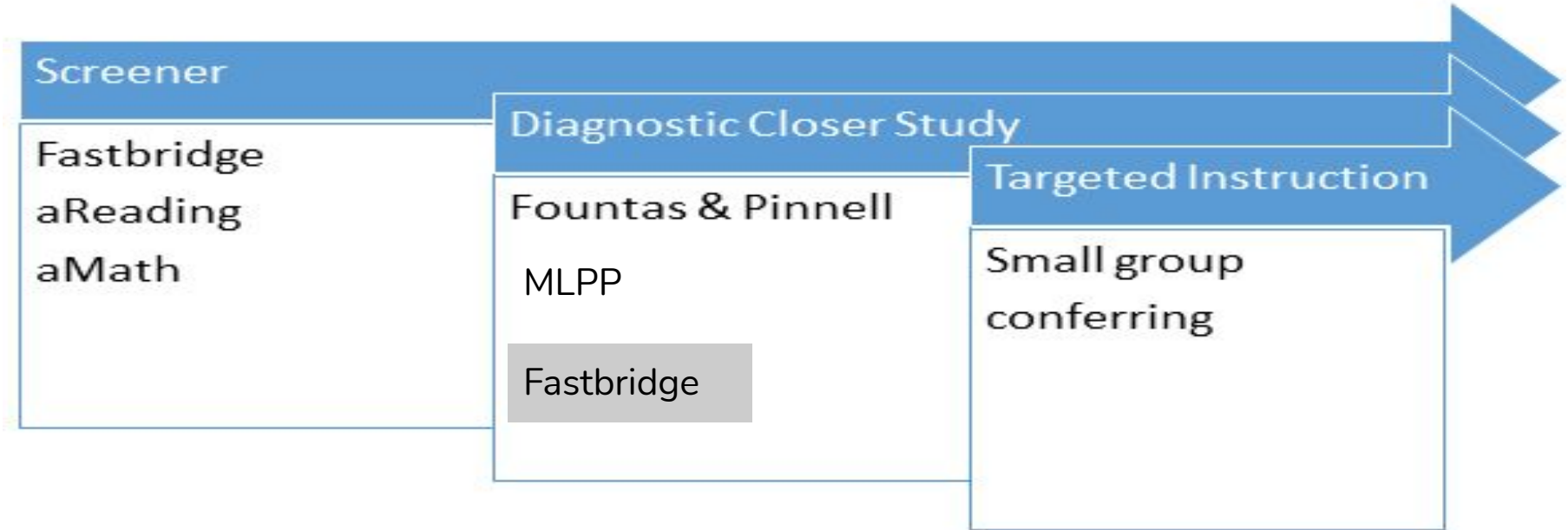
[6th Grade Critical Standards](#)

[7th Grade Critical Standards](#)

[8th Grade Critical Standards](#)



Understanding the layers of assessment



Teaching & Learning Council January 25, 2021 Interim Data Dig



- What patterns or trends emerge?
- What surprises you or is not what you expected?
- What catches your attention?
- What explanations do you have for what the data reveals?
- What can you infer about the data regarding impact on student learning?
- What good news do we have to celebrate?
- What issues have been raised?
- What might be our next steps?
- Is there other data we need to gather or look at?

Unleash the
power of
collective efficacy,
the **#1 influence**
on student
achievement

John Hattie: **Collective Efficacy is the #1 Influence on Student Achievement.** We are taking steps to improve our collective efficacy by using the role of data as *evidence of impact* to build the belief that teams of educators make a difference.

Bloomfield Virtual

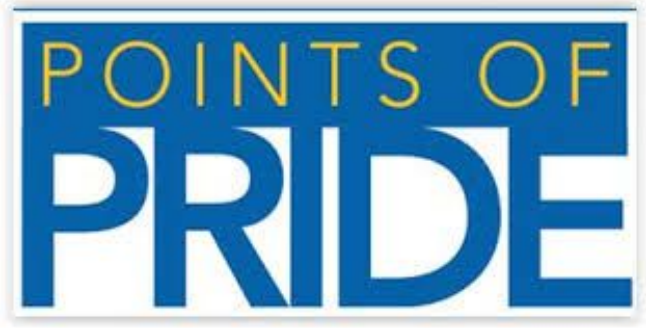
Exploration Target Areas-Reading

Target Goal	Actions taken	Further Study
Teachers and families will work together to foster effective home literacy practices	<p>Survey given to families/responses analyzed by whole staff to understand family learning needs around home literacy practices</p> <p>Teachers created videos/live tutorials to help families understand how to best support early literacy practices</p> <p>Teachers created a learning coach support area on the BV website that includes detailed resources on literacy support.</p> <p>Teachers engaged in a full month of read-aloud videos for families to watch together</p>	Continue to build out resources available to families to help them understand ways to support literacy at home
Students will increase phonemic awareness	Teachers have increased direct phonics instruction by allocating specific time in the day for building these skills	Look at Fastbridge data for spring, specifically in phonics
Students will increase comprehension and inference skills	Teachers have built in strategies specifically targeted to build comprehension and inference skills through the Units of Study in reading and writing, with specific focus on think alouds & think-pair-share.	Look at Fastbridge and running record data for spring, specifically in comprehension and inferencing

Bloomfield Virtual

Exploration Target Areas-Math

Target Goal	Actions taken	Further Study
Students will engage in strategies to make their math thinking visible	Teachers implemented the use of a variety of tools to support making math thinking visible, including: physical whiteboards, digital whiteboard apps, manipulatives sent home, and online manipulatives	Use enVision assessment data, and anecdotal observations to assess student use of visible thinking strategies in math.
Students will receive differentiated support in math through small group learning	Teachers are using small groupings for math practice to allow for more differentiated support	Look at Fastbridge data and enVision assessment data

The logo for Bloomfield Virtual is written in a stylized, cursive script. The word "Bloomfield" is in a light blue color, and "Virtual" is in a darker blue color. Both words have a thin yellow outline.

- Focus on collaboration and sense of community within the staff
- Teachers studying and implementing high-impact writing and math workshop approaches for the virtual environment
- Innovative technology use widespread among staff and students
- Daily time focused on SEL, with a focus on the use of books to engage in conversation as well as strategies to reduce anxiety
- *Stamped* Book Study (Staff and Parents/Caregivers)
- Family Engagement: one-school-one-book, school supply area, lending library, virtual field trips, juggler assembly, school dance, fun run, & book fairs
- Students sharing heritage videos with peers throughout BV

Conant Elementary School

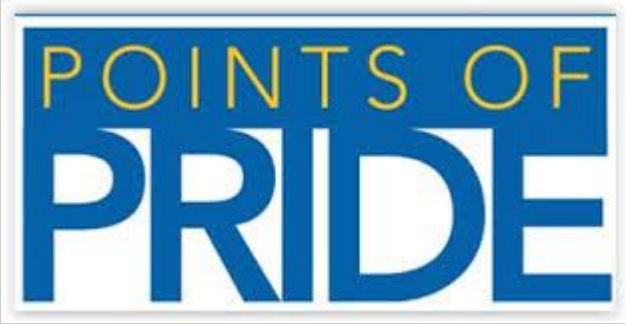
Exploration Target Areas - Reading

Target Goal	Actions taken	Further Study
Students will work on phonological awareness, phonemic awareness	<ul style="list-style-type: none">Teachers have utilized summative and formative data to inform instruction based on specific literacy needs. Students will be formed in small groups and serviced one-one where needed.	Look at MLPP, Fountas and Pinnell and Fast Bridge data, teams sharing explicit instructional practices and exit tickets to track progress.
Students will work on fluency and comprehension.	<ul style="list-style-type: none">Teachers will use reader's theater, reading passages, and small group instruction dailyTeachers and students will engage in word study, conferencing, and spelling/academic vocabulary activities	Look at MLPP, Fountas and Pinnell and Fast Bridge data, various forms of Formative Assessment such as exit tickets and close reading passages to track progress.

Conant Elementary School

Exploration Target Areas - Math

Target Goal	Actions taken	Further Study
Students will enhance number sense	<ul style="list-style-type: none">Teachers will engage math manipulatives in small group and one-one setting to meet the needs of learners.	Teachers will use exit tickets, independent work, and end of unit assessments to track student progress.
Teachers will use assessment strategies to increase and monitor student growth	<ul style="list-style-type: none">Teachers and students will engage in formative assessment practices, which include but are not limited to, exit tickets, fact fluency practice, Reflex, and the use of manipulatives to demonstrate learning	Teachers will use exit tickets, independent work, and end of unit assessments to track student progress.



Conant Elementary



- ★ Daily Social Emotional Learning Experiences in every classroom
- ★ Gains in reading comprehension and fluency
- ★ Small group instruction -everyday in every classroom
- ★ Classroom libraries
- ★ Interventions are being performed inside and outside the classroom
- ★ Quarantined students are being serviced
- ★ Value on team planning/ professional learning
- ★ Positive culture/climate

Eastover Elementary

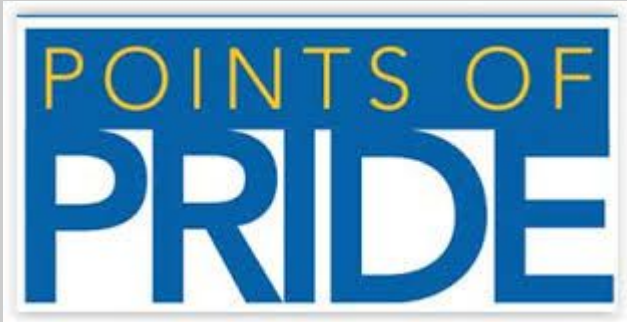
Exploration Target Areas-Reading

Target Goal	Actions taken	Further Study
Students will increase phonemic awareness	<ul style="list-style-type: none">Teachers have increased direct instruction and have allocated specific time in the day for direct phonics and phonemic awareness instructionTeachers have partnered with families by creating “Reading for Success at Home” activities	<ul style="list-style-type: none">Teachers will monitor students’ progress with MLPP, Fountas & Pinnell, Leveled Literacy Readers, and FastBridge data
Students will increase fluency, comprehension, and inferencing skills.	<ul style="list-style-type: none">Students receive small group instruction based on formative assessments with literacy leveled readers and guided reading passagesTeachers have partnered with families by creating videos, lessons, and activities to help them understand how to support learning at home	<ul style="list-style-type: none">Teachers will monitor students’ progress with MLPP, Fountas & Pinnell, Leveled Literacy Readers, and FastBridge Comprehension Reading passages.

Eastover Elementary

Exploration Target Areas - Math

Target Goal	Actions taken	Further Study
Students will engage in hands-on experiences to further deepen their foundational skills and understanding	<ul style="list-style-type: none">Teachers have provided a variety of manipulatives, tools, and learning opportunities for students to engage in several activities based lessonsStudents will engage in games (online/board/student created) to develop further foundational skills	<ul style="list-style-type: none">Students' progress is monitored with daily check-ins, end of Topic assessments, formative assessments, exit tickets, and FastBridge Progress Monitoring.
Teachers and families will work together to improve math proficiency	<ul style="list-style-type: none">Students engage in games (online/board/student created) to develop further foundational skillsTeachers have created videos, lessons, and activities to help them understand how to support learning at home	<ul style="list-style-type: none">Students' progress is monitored with daily check-ins, end of Topic assessments, formative assessment, exit tickets, and FastBridge Progress Monitoring.



Eastover Elementary

- ★ Daily Social Emotional and Community building check ins
- ★ Teacher PLC time allow for collaboration and sense of community within the staff
- ★ Teachers ability to pivot and use a variety of instructional practices to best support their students
- ★ Professional development around technology and learning
- ★ Interactive Bitmoji Pages for our classrooms
- ★ Continued opportunities for students to collaborate, work in small groups, and engage with one another
- ★ Continued growth in areas of Literacy and Mathematics
- ★ High level of support and interventions for all students

Lone Pine Elementary

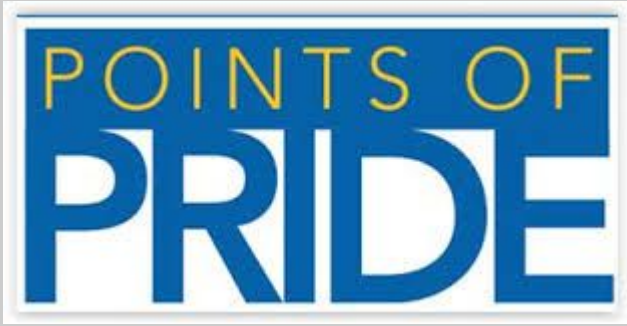
Exploration Target Areas- Language Arts

Target Goal	Actions taken	Further Study
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.	<ul style="list-style-type: none">• Strong emphasis on using multiple approaches to problem solving, a “tool kit” mentality• Writing folders with coaching supports• Students reflect and document which strategies they utilize confidently and which they need more practice with using color-coded “I can” statements• Daily reinforcement for multiple strategies and encouragement for independent problem solving using those strategies• Strategy checklists and bookmarks to support students’ independent use of multiple strategies in problem solving	<ul style="list-style-type: none">• Further development of student toolkits of ELA problem-solving skills in reading and writing• Development of stamina in reading and writing• Student developed goals - and student designed self monitoring checklists based on those goals• Further development of self monitoring strategies for comprehension (metacognition)• Student led conferences

Lone Pine Elementary

Exploration Target Areas- Math

Target Goal	Actions taken	Further Study
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.	<ul style="list-style-type: none">• Utilization & implementation of additional hands-on manipulatives to further develop students' independence with math problem solving strategies• Checklist of math tools for students to choose from to support the use of multiple strategies in problem solving• Student created math strategy goal creation and reflection• Students utilizing math strategies checklists and reflection on their strategy use using color-coded "I can statements"	<ul style="list-style-type: none">• Continue to support students to develop a love of learning math & increase student engagement• Improve math fact fluency and strengthen mental math skills• Create goals & checklist for various mathematical topics - measurement, time & money skip counting, geometry- shapes and attributes, graphs & data• Further development of self monitoring/assessment strategies (metacognition)• Student led conferences



Lone Pine Elementary

- ★ Teachers and school community members utilized additional supports and strategies to meet the increased social emotional needs of all students
- ★ Students understand and connect better with their feelings, labeling them and how to deal with them through daily check-ins
- ★ Improved formative assessment processes through team and FAME goals
- ★ Provided robust virtual and face to face interventions
- ★ Lone Pine Student Action Team has continued to serve others
- ★ Strong partnership between staff and families
- ★ Staff morale and culture - mutually supportive and strong team
- ★ Partnership between building staff and other departments
- ★ Students are showing excitement and awareness for use of multiple strategies for math & ELA and reflecting on which strategies work for them—taking ownership of their learning
- ★ Strong personal connections with students due to smaller class sizes of hybrid schedule
- ★ Development of new tech skills and and proficiencies for staff and students
- ★ Reading achievement is on par with pre-pandemic Fountas and Pinnell Benchmark data

Way Elementary

Exploration Target Area: Math

Target Goal	Actions Taken	Further Study
We will broaden our repertoire of instructional strategies aligned to improve the practice of unpacking and comprehending mathematical word problems for students in K-4. The identified instructional strategies will then be facilitated with a target group of students and formative assessments used to monitor progress and growth.	<ul style="list-style-type: none">• Consulted with Math Teacher Leader to look at current best practice math strategies for unpacking and comprehending mathematical word problems.• Leveraged 2 professional learning experiences to learn about additional strategies (ie. CUBES).• Shared engaging higher- order thinking math practices with staff (3 Act Task).	<ul style="list-style-type: none">• Explore the benefits and further possibilities of mathematical word walls.• Engage in vertical conversations for a Learning Lab like experience to reflect on the benefits of new and shared mathematical practices.

Way Elementary

Exploration Target Area: Reading

Target Goal	Actions Taken	Further Study
<p>We will incorporate more explicit phonemic instruction into our daily literacy learning for all grade levels (K-4) to further increase student achievement in fluency and comprehension. To begin, we will use a diagnostic measure (TBD) to help determine grade-specific phonemic areas of need and then audit our classroom materials to better align our resources with the determined student need. Once resources are aligned and instruction begins, we will monitor progress with formative assessments (TBD).</p>	<ul style="list-style-type: none">• Numerous diagnostic measures currently available within the bldg. were explored by individual classroom teachers.• Data gathered from each resource was shared via case studies during a professional learning opportunity.• Some preliminary agreements were made as to which diagnostic tools provided the most beneficial data.	<ul style="list-style-type: none">• Explore possible resources to meet our identified areas to further enrich• Connect with our district ELA teacher leader to clarify district-wide next steps with regards to phonemic instruction to compliment our Reader's Workshop



- ★ Staff and students continue to grow within a Culture of Thinking. Teachers leveraged instructional moves and routines to further develop thinking dispositions that are valued at Way. Prioritizing a deeper understanding of content remained a priority during both virtual and in-person learning.
- ★ Way's school-wide commitment to SEL is embedded in... daily check-ins (taking place in all classes), during PRIDE den meetings, and through whole-school weekly lessons and resources shared in all classrooms.
- ★ Staff continues to embrace the Lucy Calkins Readers and Writers Workshop units. Staff used reading and writing conferences to guide instruction both remotely and in-person.
- ★ Staff utilized school, grade, and class Data Stories to look at and inform lessons and teaching practices.

Bloomfield Hills Middle School

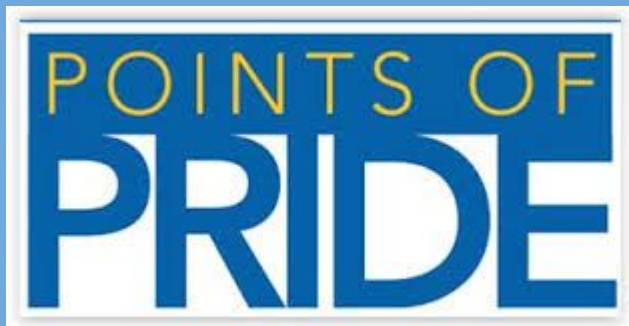
Exploration Target Areas - Math

Target Goal	Actions taken	Further Study
Develop skills in reasoning and justifying mathematical solutions	<ul style="list-style-type: none"> Utilization of math resources (Extensions) that provide students with opportunities to progress toward their learning goals independently (<i>SEL Self-Management Connection</i>) Consistent check-ins provide formative data to inform and guide instruction (<i>SEL Self-Awareness Connection</i>) Various modes of instruction to support all learners and incorporating ATL skills to support math goals (kinesthetic, visual, audio) (<i>SEL Responsible Decision-Making Connection</i>) Utilizing various instructional strategies to revisit, reteach and reinforce concepts (<i>SEL Self-Management Connection</i>) Continuously monitoring and adjusting interventions (MTSS) to ensure students are meeting their goals (<i>SEL Responsible Decision-Making Connection</i>) 	<ul style="list-style-type: none"> Foster our data culture through continuous growth and reflective teaching A deeper understanding of Casel's Core Competencies Recognizing diverse learners, learning styles & strengths in others Promoting an inclusive learning environment Continuous professional discourse Ongoing reflection of continuous monitoring plans to assess students and provide feedback (MTSS) Identify trends, patterns, successes and challenges within our data collection Provide strategies to further support students in their academic achievement Continue to analyze student data/artifacts collected during COVID (ECOL)
Expand problem solving skills		
Determining what students and what areas of focus are needed for Tier 2 interventions in mathematical problem-solving and reasoning		

Bloomfield Hills Middle School

Exploration Target Areas - Reading

Target Goal	Actions taken	Further Study
Further practice in noticing, naming, and determining impact of figurative language to overall text's meaning	<ul style="list-style-type: none"> Expanding learning through strategies such as chunking & modeling or the use of graphic organizers allows for analysis and discussion on a narrow focus of a text (<i>SEL Self-Management Connection</i>) Reading "Just-Right Books" provides students with opportunities to progress toward their own personal academic goals & increase self-awareness (<i>SEL Self-Awareness Connection</i>) Interactive Reading Notebooks provide both teachers and students with opportunities to monitor and reflect on progress toward learning outcomes (<i>SEL Responsible Decision-Making Connection</i>) Modeling with reading mentor texts and discussion allows for differentiation to meet all students' needs while providing them with strategies to promote independence (<i>SEL Relationship Skills</i>) Connection to the formative process and good quality feedback (<i>SEL Responsible Decision-Making Connection</i>) Students are self-assessing, organizing, monitoring and reflecting on their own strengths and areas for growth as a reader (<i>SEL Self-Awareness Connection</i>) 	<ul style="list-style-type: none"> Foster our data culture through continuous growth and reflective teaching A deeper understanding of Casel's Core Competencies Recognizing diverse learners, learning styles & strengths in others Promoting an inclusive learning environment Continuous professional discourse Ongoing reflection of continuous monitoring plans to assess students and provide feedback (MTSS) Identify trends, patterns, successes and challenges within our data collection Provide strategies to further support students in their academic achievement Continue to analyze student data/artifacts collected during COVID (ECOL)
Developing readers' understanding of informational text features		
Determining what students and what areas of focus are needed for Tier 2 interventions in comprehension of informational and/or literary text		



- ★ Multi-Tiered Systems of Supports (MTSS) which include ongoing conversations around academic and behavioral strategies for students of various needs
- ★ Following a full staff data dig, teaching teams identified two to three Tier 2 Interventions and implemented them within classrooms
- ★ Each teacher presented to staff on the Tier 2 Interventions they implemented and highlighted strengths, challenges and any growth measurements surrounding student outcomes (data)
- ★ PLC & Staff Meetings
 - The Formative Process (PGP Focus)
 - Learning Targets/Success Criteria (PGP Focus)
 - SEL instructional strategies (PGP Focus)
 - SEL 5 Core Competencies / GET
 - SEL student data SAEBRS
- ★ Data Digs – Data collection / reviewed at regular intervals throughout the year (fall, winter and spring) that support student initiatives and the district/school improvement plans
- ★ [Professional Development Framework](#)

West Hills Middle School

Exploration Target Areas - Reading

Target Goal	Actions taken	Further Study
Students receive dedicated academic vocabulary instruction connected to core curriculum within individual units of study and provide access to a common home/family resource.	<ul style="list-style-type: none">Teachers utilizing data to form small groups to target students' level of understanding.Strategies implemented across grade levels include selecting differentiated texts, intentionally instructing close reading strategies (text features, questioning the text, looking for patterns, etc.), and journaling their process in reading.Enhance and curate literacy library to provide ample texts accessible at all levelsThese strategies are aimed to help understand unknown vocabulary and increase comprehension.	Examine spring data (student artifacts, Fastbridge, Fountas and Pinnell) in order to observe growth in individual students as well as determine the effectiveness of these strategies.
Use progress monitoring data to guide small group instruction.	<ul style="list-style-type: none">Teachers utilizing data to form small groups to target students' level of understanding with support from Building Instructional Team.	Further develop our Building Instructional Team process and grow our knowledge of scaffolding and differentiation.

West Hills Middle School

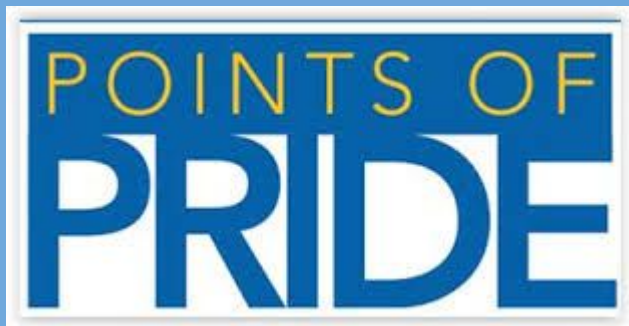
Exploration Target Areas - Math

Target Goal	Actions taken	Further Study
Model strategies to unpack information found in multi-step word problems.	<p>Consistent use of modeling and practicing strategies to deconstruct multi-step word problems.</p> <ul style="list-style-type: none">● Highlighting● Underlining/Circling● Rereading● Chunking● Using Prior Mathematical Knowledge	Examine daily formative assessments as well as spring data (student artifacts, Fastbridge) in order to observe growth in individual students as well as determine the effectiveness of these strategies.
Using progress monitoring data to guide small group instruction targeting specific mathematical skill development.	<ul style="list-style-type: none">● Targeted teaching, adjusting and adapting daily lessons, based on formative assessment.● Using tiered supports to intentionally target small groups' identified areas of need.	Continue work in developing our MTSS response inside and outside of the classroom.

West Hills Middle School

Exploration Target Areas - Social Emotional Learning

Target Goal	Actions taken	Further Study
<p>Continue to evaluate Building Instructional Team (BIT) systems and delivery of tiered supports to ensure student success and access to instructional resources.</p>	<ul style="list-style-type: none">● Survey of staff to evaluate effectiveness of our current BIT process.● Utilizing SAEBRS data to provide individual meetings between students, families, and counselors.● Revision and development of prompts/scripts in facilitation of BIT meetings targeting more authentic conversations around student needs and interventions.	<p>Ongoing meetings to examine interventions and strategies shared by the BIT.</p>



- ★ Use of Data Digs to identify target areas
- ★ Daily Social Emotional Experiences in every classroom
- ★ Vertical articulation across subject areas
- ★ Making thinking visible
- ★ Intentional focus placed on Black History Month and Women's History Month highlighting excellence and contributions of people of color and women
- ★ Flexible response to changes; adapting and adjusting based on the format of learning and student need
- ★ Continued Positive Culture/Climate and Growth Mindset during a challenging time
- ★ Specials and Unified Arts teachers collaborating to support the shift to in-person instruction

East Hills Middle School

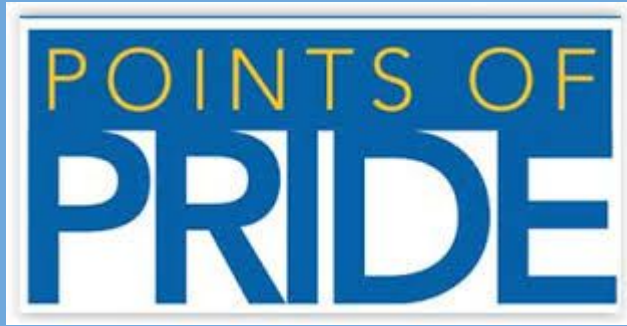
Exploration Target Areas - Math

Target Goal	Actions taken	Further Study
Students will have formative practice opportunities with feedback to help develop essential math skills.	<ul style="list-style-type: none">Teachers have utilized data combined with student feedback to design formative learning and practice of foundational math skills.	Look at Fastbridge assessment data to track math development with essential skills
Students will be able to consider and correct common errors and misconceptions in mathematical processes.	<ul style="list-style-type: none">Teachers will create time within instruction to take a closer look at common misconceptions and errors within foundational mathematical processes.Teachers have built in time monthly to look at problems solved incorrectly, working through each step of a problem to discuss the processes and misconceptions involved.Teachers will dissect word problems and model thinking through: talking to the text, highlighting/circling key words and phrases, chunking, and drawing upon prior knowledge of essential math skills.	<p>Use Big Ideas Math practice resource for further observance of how students correct errors in mathematical processes.</p> <p>Examine foundational skills students need to apply to address more complex math problems.</p>

East Hills Middle School

Exploration Target Areas - Reading

Target Goal	Actions taken	Further Study
Students will be able to write for different purposes, including clear claim/main idea, with credible evidence and commentary.	<ul style="list-style-type: none">Teachers are working to use common language and organizers to help students identify main ideas/thesis statements with evidence and rationale across subject areas	Continue to assess and examine IB Communication criterion rubrics for strengths and opportunities for growth.
Students will work independently reading books of their choice and reading level to promote independent reading.	<ul style="list-style-type: none">In partnership with media specialist, and teacher leaders, teachers have created and shared leveled texts of various genres, interests and topics to engage readers.	Continue to invest in high-interest novels of various reading levels and providing resources that are attentive to SEL needs of students.
Students will participate in regular class read-alouds.	<ul style="list-style-type: none">Teachers have employed Calkins reading workshop strategies, including modeling of talking to the text with regular read-alouds.	Fountas and Pinnell check for fluency in addition to other formative check-ins.



- ★ Instructional staff collaboration and share-out of tier 1 and tier 2 classroom-based instructional interventions and strategies.
- ★ Student involvement in the selection process of SEL literature for our media-center
- ★ Investment and application in the use of IB criterion rubrics, Fountas and Pinnell and other content-area based assessment tools to support student learning
- ★ Middle school writing/literacy peer mentor program for our upper-elementary students.
- ★ Unified Arts teachers collaborating to support student-engagement and social-emotional learning that is embedded across the building

Wing Lake Developmental Center

Exploration Target Areas

Area	Target Goal	Actions taken	Further Study
Reading	Students will continue to participate in weekly lessons based on early literacy routines. The 2020/21 focus area is Alphabet and Phonological Awareness. Concepts are embedded in sensory and functional experiences.	Teachers are using Unit Assessments/K-3 Reading Diagnostics to formally assess students.	School Improvement and Curriculum Teams meet monthly. DPPD offered in this area in August and November 2020. Ongoing target area.
Math	Students will continue to participate in weekly lessons based on early numeracy routines.	DPPD with OS Math Consultant to learn about new strategies for teaching numeracy to students with cognitive impairments. Teachers are using Unit Assessments to formally assess students.	School Improvement and Curriculum Teams meet monthly. DPPD offered in this area in February 2021. Ongoing target area.

Wing Lake Developmental Center, cont.

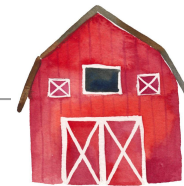
Exploration Target Areas			
Area	Target Goal	Actions taken	Further Study
Communication	Using individualized and preferred modes of communication, Wing Lake students will increase their use of CORE language during times other than dedicated speech lessons (ex. Transitions, hallways, community, playground, virtual, etc.) based on pre-and post-observational data.	Students will be encouraged to engage with AAC (low/high tech) and improve functional use of CORE language throughout the school day.	Staff are currently reviewing data on our building goal. Student voice is an important part of our school day. Our students communicate in a variety of ways and staff take great care in meeting students where they are at.
SEL	Students will be given the opportunities to participate in Social-Emotional Learning activities related to the Core Competencies.	Schoolwide SEL toolkit developed for staff; weekly sharing of SEL lessons via learning templates; monthly school-wide themes.	Continued incorporation of SEL moving forward



- ★ Strengthened home/school relationships
 - Parents now have readily accessible materials (i.e. CORE language boards, shared reading lessons, slide decks with curricular content) and have received modeling for how to support their children at home. Parents have been able to connect with other families via virtual learning opportunities. Parents have commented that they are truly communicating with their children now more than ever.
- ★ Stringent cleaning and PPE protocols in place to mitigate COVID-19 spread; considerations for working with unmasked students included.
- ★ Improved collaboration and coherence across grade bands
- ★ Weekly lesson templates since April 2020 by grade band
- ★ Professional development around technology and learning, trauma and social-emotional learning, numeracy/literacy, and considerations for working with medically fragile children during a pandemic.
- ★ Students participate in weekly classroom lessons utilizing Early Literacy and Early Math Lessons embedded in sensory and functional experiences.
- ★ SEL toolkit developed for schoolwide use with monthly themes and lesson activities built into weekly templates
- ★ Flexible response to changes; adapting and adjusting based on the format of learning and student needs as outlined in their IEPs and Contingency Learning Plans (CLPs)
- ★ Staff morale and culture - mutually supportive and strong team



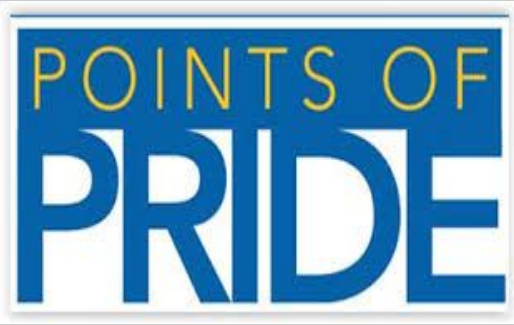
Bowers Academy



Exploration Target Areas: Increasing Student Engagement and Connections Experiential Learning to Enhance Literacy and Math Skills

Target Goal	Actions taken	Further Study
Increasing Student Engagement and Connections	Professional Learning Data Dig: Liberatory by Design to investigate student engagement and correlations between engagement and connection	Continue to evaluate data obtained from Perts/CoPilot and Saebrs/MySaebrs
Experiential Learning to Enhance Literacy and Math Skills	Embryology Program: Utilizing skills from coursework (specifically English, Personal Finance, Algebra II) to support 1st grade students at Conant Elementary as they actively engage in the Bowers Farm Embryology Program. Spring Hanging Basket Sales: Literacy and Math skills utilized to plant, manage, and market hanging baskets.	Continued planning with farm staff to enhance authentic experiential programming directly aligned to curriculum

Bowers Academy



- ★ Social emotional learning is embedded into each course, beginning with a daily check in and continuing for the duration of the school day.
- ★ Staff are focused on rooting curriculum and instruction in experiential and hands on learning opportunities to support holistic development.
- ★ Coursework guides students to apply current learning to future endeavors (college and career readiness)
- ★ Teachers are Action Researchers, reflectively and constructively analyzing best practice to build connections and increase student engagement.
- ★ Strong connection to place, emphasizing continued exploration of farm, community, and self.
- ★ STUDENTS ❤️

BHHS ACADEMIC JOURNEY

Mid-Year Progress Report

Charlie Hollerith & Cathy McDonald



Pass/Fail Data BHHS 2019-2020; 2020-2021



2019-2020: Semester 2

- ❖ Number of COURSES that students opted to take “COVID Credit” (CC): ~900
- ❖ Number of STUDENTS that students opted to take “COVID Credit” (CC) in one or more classes: 626
- ❖ Number of COURSES that students earned a failing grade or no credit: 505

2020-2021: Semester 1

- ❖ Number of COURSES that students opted to take “Pass/Fail”: 617
 - Math Courses: 95
 - Science Courses: 135
 - English Language Arts Courses: 148
 - Social Studies Courses: 97
- ❖ Number of STUDENTS who opted to take “Pass/Fail” in one or more courses: 182
- ❖ Number of COURSES that students earned a failing grade or no credit: 473
- ❖ Number of COURSES that students earned “Pass” (G)**: 2032
 - Note: There are many courses where a pass/fail is the only option (regardless of COVID or student choice (ie. Interdisciplinary Hour).

Planning for Intervention and Support: Summer School 2021

Summer Course Options:

- ❖ Virtual courses taught by BHHS teachers
 - These courses can be taken for:
 - Credit Recovery for students that need course credit for a course previously taken at BHHS
 - Grade Improvement for students wanting to demonstrate a stronger understanding of course concepts
 - Summer Credit for students that have not taken these courses previously. Eligible classes include: Health, Physical Education, Economics, Living in a Digital World, Government, or Forensic Science.
- ❖ Virtual courses for credit recovery by E2020 with teacher support available for credit recovery
- ❖ Michigan Virtual Courses for credit recovery, grade improvement, or grade replacement
- ❖ Bowers Farm Immersion Experience

Costs:

- ❖ All Credit Recovery Courses and Grade Improvement are **free** to BHHS students as it is a state-funded program for Summer 2021
- ❖ All Summer Credit Courses by BHHS and Bowers courses are \$200 for residents and \$250 for non-resident students
- ❖ Michigan Virtual Course costs are paid for directly by the family. The Virtual Learning Agreement **MUST** be completed and approved prior to registration



- **Bell schedule adjustments and innovation (ex. Black Hawk Hour)**
- **SEL work (ex. SAEBERS data)**
- **Inaugural year for our peer-to-peer LINKS program**
- **Math Equity Challenge**
- **Final Experience**
- **New Scheduling Process (Qualtrics)**
- **Professional Pathways**
- **Canvas implementation**
- **Professional development around hybrid learning**
- **Virtual Learning Community (LC) for 2021-2022 and beyond**

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.

BENJAMIN FRANKLIN



We look at our successes to build efficacy and celebrate the dedication of our educators, while looking for areas to improve.

We have a lot to celebrate while acknowledging actionable steps we will take for continuous improvement in our instruction and assessment system.

BHS 2021 *Summer* Programming



Variety of
Programming
designed to
meet student
needs



Virtual and
In-person
Options



4 and 8 week
options



Registration
in Community
Pass

2021 *Summer* Programming - Grades K-8



K-2

BHS Summer Academy - *in Person 9:00-11:30*

"Stay Sharp"
Virtual Literacy and Math

Targeted Literacy Intervention by Invitation

3-5

BHS Summer Academy - *in Person 9:00-11:30*

"Stay Sharp"
Virtual Literacy and Math

6-8

BHS Summer Academy - *in Person 9:00-11:30*

"Stay Sharp"
Virtual Literacy and Math (separate offering)

"Getting Ready for Algebra"
Virtual

K-8

BHS Summer Academy - *in Person 9:00-11:30*
Appropriate special education, social work, and ELD and supports embedded

Special Education and ELD Virtual Offerings by invitation

2021 *Summer* Programming - High School



Bloomfield Hills Schools is providing four different learning options for students



Virtual courses taught by BHHS teachers.

*Options include:
Credit recovery, grade
improvement, or
summer credit
(summer credit limited to
Health, PE, Economics,
Living in a Digital World,
Government, and Forensic
Science).*

Virtual courses available through E2020

*Options include
credit recovery
with teacher
support available.*

Virtual courses available through Michigan Virtual

*Options include
credit recovery,
grade
improvement or
replacement*

Bowers Farm Immersion Experience

*Course includes
emphasis on
innovation,
communication,
and
social/emotional
learning*



END OF SECTION

DISCUSSION

Part Four
School Start Times

The “why” when considering new start times.

Most U.S. middle and high schools start the school day too early



5 out of **6** U.S. middle and high schools start the school day before **8:30 AM**

The American Academy of Pediatrics has recommended that middle and high schools should aim to start no earlier than 8:30 AM to enable students to get adequate sleep.



Teens need at least **8** hours of sleep per night.



Younger students need at least **9** hours.



2 out of **3** U.S. high school students sleep less than **8 hours** on school nights

Adolescents who do not get enough sleep are more likely to



be overweight



not get enough physical activity



suffer from depressive symptoms



engage in unhealthy risk behaviors such as drinking alcohol, smoking tobacco, and using illicit drugs



perform poorly in school

For more information: www.cdc.gov

BLOOMFIELD FORWARD

GOAL AREA: Curriculum, Instruction, & Assessment

THE STRATEGIC PLANNING SUBCOMMITTEE FOCUSED ON CURRICULUM, INSTRUCTION, AND ASSESSMENT WERE ASKED, "WHAT DO WE WANT THE CHILDREN THAT WE ARE TEACHING IN OUR SCHOOLS TO BE LIKE AS ADULTS?" HERE IS THEIR COLLECTIVE RESPONSE: Ability and Capacity to Understand, Action Takers, Adaptability, Can Analyze and Synthesize Facts and Ideas, Application of Knowledge, Civic & Community Engagement, Collaborator, Will be Competent in Their Field, Critical Thinkers, Culturally Aware & Literate, Dynamic, Empathetic, Engaged in Own Growth, Flexible thinkers, Innovators, Inquisitive, Have Integrity, Intellectually Curious, Kind, Multi-Modal Readers, Networked, Never Stops Improving, Open-Minded, Persevere Through Struggles, Persistent, Problem-Solvers, Resourceful, Respectful, Responsive, Self-Aware, Self-confident, Self-Directed Learners, Self-Reflective, Strong Communication & Listening Skills, Can Navigate Technology, Deep Comprehension Skills, Upstanders, Has a Well-Developed Ethical Frame, Strong Writers, & Works with a Spirit of Excellence.

Spring 2018 Data for Grades K-5

2017-18 SAT - PSAT

2017-18 8-STEP RESULTS

GOAL AREA: Curriculum, Instruction, & Assessment

Curriculum, Instruction, & Assessment

Curriculum

Assessment

Program Design

FOCUS AREA: Curriculum, Instruction, & Assessment

Objectives

Key Results

Budget/Person(s) Responsible

2018-2019

Exploration and Initial Learning

2019-2020

Partial Implementation of Interdisciplinary Unit Development and Instruction

2020-2021

One interdisciplinary unit per grade-level will be developed

Identified interdisciplinary unit for each grade level 6-8, as evidenced by completion of [Interdisciplinary Unit Plan](#)

Development of student reflection component related to interdisciplinary learning

- **(Objective 2) Time Allocation:**
Optimizing our use of time to best support the learning needs of students and staff ².

**During the strategic planning process, the committee that drafted and outlined "Objective 2" did so with secondary start times in mind. Particularly expressing interest in delaying the beginning of the day for high school students.*

Community Task-Force: BHS Start-Times

- After the Strategic Planning process was completed, Paul Kolin (BoE) launched a community task-force to help explore and investigate current research and public interest
- The Task-Force was made up of approximately 25 community members that included: HS students, parents (of elementary, MS, and HS aged students), teachers, administrators, and medical professionals
- Feedback Provided: The Task-Force expressed for the district to explore options to delay the start-time at the high school level in a manner that would **minimize the impact at both the elementary and middle school levels**



Board of Education & Superintendent Goals

- BoE & District Goal 7: The Superintendent will present proposed new start times for the Board of Education to select for BHS for the 2021-2022 school year.
- Superintendent Goal 6: By May of 2021 the Superintendent will present various proposed new start times for Bloomfield Hills Schools.
- BHS 2021-22 Start Times Report: Available April 15, 2021



The American Academy of Pediatrics POLICY STATEMENT : School Start Times for Adolescents

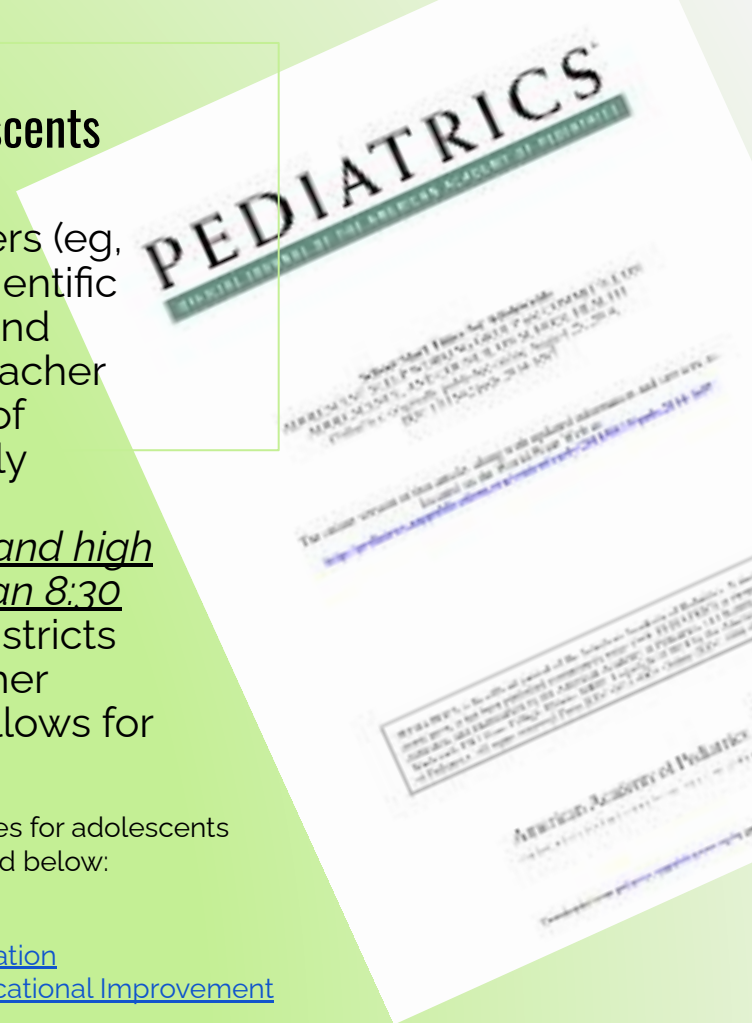
published in 2014 states:

Pediatricians and other pediatric health care providers (eg, school physicians, school nurses) should provide scientific information, evidence-based rationales, guidance, and support to educate school administrators, parent-teacher associations, and school boards about the benefits of instituting a delay in start times as a potentially highly cost-effective countermeasure to adolescent sleep deprivation and sleepiness. *In most districts, middle and high schools should aim for a starting time of no earlier than 8:30 am.* (emphasis added). However, individual school districts also need to take average commuting times and other exigencies into account in setting a start time that allows for adequate sleep opportunity for students.



Additional research supporting later start times for adolescents includes but is not limited to the articles linked below:

- [American Academy of Pediatrics](#)
- [American Education Research Association](#)
- [Center for Applied Research and Educational Improvement](#)
- [Journal of School Health](#)
- [Science Advances](#)



Factors, Limitations, and Considerations

- Michigan Department of Education hours of instruction requirement
- 2020-21 BHHS schedule reminders
- Transportation ridership and route to meet the demands
- Implications for programs such as DHH which pull students from across the county
- Sunrise/sunset times to determine the darkness of morning community stops
- Traffic considerations at BHHS
- Current peer-reviewed research on school start time impact
- Current staff, family and student input
- Current pre- and post-school opportunities such as extra classes, school-sanctioned events and teams, and athletic league memberships
- Review of start and end times for area high schools
- Challenges of the different length of day between elementary, middle and high school buildings and potential solution
- BHHS Virtual Course pilot program

Option: Current

	Bus Run Begins	Bus Drop	School Start	School End	Bus Pick Up	Bus Last Stop	Length of Day
High School	6:25 AM	7:00 AM	7:25 AM	2:30 PM	2:37 PM	3:07 PM	7:05
Middle School	7:20 AM	8:00 AM	8:15 AM	3:05 PM	3:12 PM	3:55 PM	6:50
Elementary	8:05 AM	8:55 AM	9:05 AM	3:55 PM	4:02 PM	4:37 PM	6:50

+ Pros

- Current system known by the community and allows all MS and HS athletics and competitive club members to attend competitions with minimal disruption to the school day.
- Oldest students are at the bus stops during the winter months (in the dark).
- HS can get to Bowers, the IA, and OTech before the start of those classes.
- With offering some optional virtual courses for 1st and 2nd blocks at BHHS, students could begin in-person instruction at 9:05 AM. (Families would be responsible for getting students to school at the later start time.)

— Cons

- Early start for adolescents.
- Elementary students start later in the morning which may cause fatigue later in the day.

Option: Current -10 minutes at the HS

	Bus Run Begins	Bus Drop	School Start	School End	Bus Pick Up	Bus Last Stop	Length of Day
High School	6:35 AM	7:10 AM	7:35 AM	2:30 PM	2:37 PM	3:07 PM	6:55
Middle School	7:15 AM	8:00 AM	8:15 AM	3:05 PM	3:12 PM	3:55 PM	6:50
Elementary	8:05 AM	8:55 AM	9:05 AM	3:55 PM	4:02 PM	4:37 PM	6:50

+ Pros

- Minimal alteration to the schedule and HS gains 10 extra minutes.
- See pros listed previously for current schedule.
- With offering some optional virtual courses for 1st and 2nd block at BHHS, students could begin in-person instruction at 9:15 AM. (Families would be responsible for getting students to school at the later start time.)
- 10 minute later start for DHH students coming from other Oakland County districts

— Cons

- Early start for adolescents.
- Elementary students start later in the morning and go later in the day which may cause fatigue later in the day.

Option: 7:55 AM Start at HS

	Bus Run Begins	Bus Drop	School Start	School End	Bus Pick Up	Bus Last Stop	Length of Day
High School	6:55 AM	7:35 AM	7:55 AM	2:50 PM	2:57 PM	3:20 PM	6:55
Middle School	7:40 AM	8:20 AM	8:30 AM	3:20 PM	3:30 PM	3:57 PM	6:50
Elementary	8:25 AM	9:05 AM	9:10 AM	4:00 PM	4:07 PM	4:42 PM	6:50

+ Pros

- Preferred option of BHHS students
- HS and MS start later than the previous schedule.
- With only 20 minutes different at the end of the day, there will be minimal impact on HS after-school activities.
- Does allow more time in the AM for MS and HS clubs to meet.
- With offering some optional virtual courses for 1st and 2nd blocks at BHHS, students could begin in-person instruction at 9:35 AM. (Families would be responsible for getting students to school at the later start time.)

— Cons

- Specific to MS, there may be an impact on athletes and competitive clubs leaving early to get to competitions.
- Elementary students start later in the morning and go later which may cause fatigue.
- In December, it will be getting dark at the dismissal bus drop-off of the latest elementary students.
- Later drop off at home for DHH students in MS and elementary

Option: 8:30 AM start at HS and 9:10 at MS

	Bus Run Begins	Bus Drop	School Start	School End	Bus Pick Up	Bus Last Stop	Length of Day
High School	7:35 AM	8:10 AM	8:30 AM	3:25 PM	3:32 PM	4:02 PM	6:55
Middle School	8:15 AM	9:00 AM	9:10 AM	4:00 PM	4:07 PM	4:37 PM	6:50
Elementary	6:55 AM	7:30 AM	7:40 AM	2:30 PM	2:37 PM	3:17 PM	6:50

+ Pros

- Meets the AAP/CDC recommendations for HS and MS students.
- Elementary students are in school earlier in the day.
- Opportunities for morning clubs and activities and sports at MS and HS.
- With offering some optional virtual courses for 1st and 2nd blocks at BHHS, students could begin in-person instruction at 10:05 AM. (Families would be responsible for getting students to school at the later start time.)

— Cons

- HS and MS athletics and competitive clubs will need to be dismissed early to get to competitions.
- Elementary students will be at the bus stop in partial to complete darkness from October through April.
- Very early and long morning rides for elementary DHH students.
- Elementary students that need to be in Latchkey will be in that program for 2.5 to 3.5 hours in general (assuming 5:00 or 6:00 pick-ups).
- Less availability of HS and MS athletic facilities to the public (or later at night) due to a later start of school athletic practices.

Option: 8:30 AM start at HS and 7:40 at MS

	Bus Run Begins	Bus Drop	School Start	School End	Bus Pick Up	Bus Last Stop	Length of Day
High School	7:35 AM	8:10 AM	8:30 AM	3:25 PM	3:32 PM	4:02 PM	6:55
Middle School	6:55 AM	7:30 AM	7:40 AM	2:30 PM	2:37 PM	3:17 PM	6:50
Elementary	8:15 AM	9:00 AM	9:10 AM	4:00 PM	4:07 PM	4:37 PM	6:50

+ Pros

- Meets the AAP/CDC recommendations for HS.
- Opportunities for morning clubs and activities and sports at HS.
- With offering some optional virtual courses for the 1st and 2nd blocks at BHHS, students could begin in-person instruction at 10:05 AM. (Families would be responsible for getting students to school at the later start time.)

— Cons

- HS athletics and competitive clubs will need to be dismissed early to get to competitions.
- MS students will be at the bus stop in partial to complete darkness from October through April.
- Very early and long morning rides for MS DHH students
- MS students that need to be in Latchkey will be in that program for 2.5 to 3.5 hours in general (assuming 5:00 or 6:00 pick-ups).
- Less availability of HS athletic facilities to the public (or later at night) due to a later start of school athletic practices.
- Elementary students start later in the morning and go later in the day which may cause fatigue.
- In December, it will be getting dark at the dismissal bus drop-off of the latest elementary students.



END OF SECTION

DISCUSSION