BHMS

Bloomfield Hills Middle School — Lancers
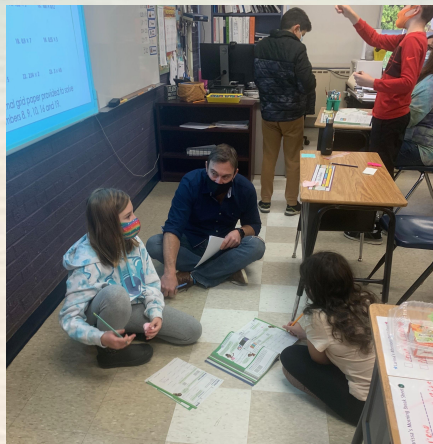
Home of the Lancers

BH Bloomfield Hills Schools

M-STEP Proficiency Rates by Building Average (Reading)

	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%	N/A	N/A	N/A	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%	88%	59%	68%	69%	52%	25%	28%

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

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
NWEA 2019 Avg.	83%	94%	70%	83%	84%	66%	43%	24%
Fountas & Pinnell 2019 Avg	87%	89%	63%	80%	86%	60%	39%	21%
Fountas & Pinnell Fall 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FastBridge Avg. Spring 2021	83%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FastBridge Avg. Fall 2021	74%	97%	57%	73%	85%	74%	45%	37%
Aspirational Goal Target	On Track*							

Bloomfield Hills Middle School

Exploration Target Areas - Reading		
Target Goal	**Actions taken**	**Further Study**
Identifying, naming, and determining the impact of figurative language on overall text's meaning	- Monitoring and reflecting on progress toward learning outcomes using Interactive Reading Notebooks - Modeling with reading mentor texts and discussion allows for differentiation to meet all students' needs while providing them with strategies to promote independence - Classroom discussions identifying examples of figurative language and discussing the meanings - Conferencing between individual students and the teacher - Small group work with students to focus on differentiation of instruction - Teacher training through professional development (TCRWP summer training, conferences and workshops)	- Analyzing the students' responses to identify comprehension and additional areas of support - School and district level content area professional development - Recognizing diverse learners, learning styles & strengths in others - Replicate use of figurative language in personal writing - Continuous professional discourse (ie: learning walks, district and school level professional development) - Identify trends, patterns, successes and challenges within our data collection - Provide strategies to further support students in their academic achievement

Bloomfield Hills Middle School

Exploration Target Areas - Reading		
Target Goal	**Actions taken**	**Further Study**
Developing readers' understanding of informational text features	- Expanding learning through strategies such as chunking & modeling or the use of graphic organizers which allows for analysis and discussion on a narrow focus of a text - Utilizing comprehension strategies such as CLOZE when reading and understanding lab procedures - Engaging in professional development highlighting disciplinary literacy - Analysis of students' responsive writing using the MYP Criterion D for critical thinking	- Recognizing diverse learners, learning styles & strengths in others - Continuous professional discourse (ie: learning walks, district and school professional development) - Identify trends, patterns, successes and challenges within our data collection - Provide comprehension tools and strategies to further support students in their academic achievement - Ongoing, targeted professional development for teachers in the area of disciplinary literacy

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Exploration Target Areas - Reading		
Target Goal	**Actions taken**	**Further Study**
Determining Tier 2 Interventions for teachers to implement to support comprehension of informational and/or narrative text	- Providing students with a robust, diverse reading selection to facilitate use of "Just-Right Books" provides students with opportunities to progress toward their own personal academic goals & increase self-awareness - Connection to the formative process and good quality feedback - Students are self-assessing, organizing, monitoring and reflecting on their own strengths and areas for growth as a reader - Implementation of a streamlined, multi-departmental BIT process	- Foster our data culture through reflective teaching for continuous growth - Recognizing diverse learners, learning styles & strengths in others - Continuous professional discourse (ie: learning walks, professional development and observation opportunities) - Monitoring and assessing students to provide feedback using MTSS (ie: bi-weekly BIT, data digs) - Identify trends, patterns, successes and challenges within our data collection - Ongoing analysis of student data/artifacts collected during COVID (ECOL)

M-STEP Proficiency Rates by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
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 (includes P-SAT 8)	69%	90%	42%	59%	69%	49%	17%	33%
Math 2020-21 SY (includes P-SAT 8)	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 (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
NWEA 2019 Avg.	86%	94%	60%	89%	87%	73%	51%	34%
FastBridge Avg. Fall 2020	87%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FastBridge Avg. Spring 2021	88%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FastBridge Avg. Fall 2021	87%	98%	55%	69%	89%	77%	64%	47%
Aspirational Goal Target	On Track*							

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| Exploration Target Areas - Math		
Target Goal	**Actions taken**	**Further Study**
Develop skills in reasoning and justifying mathematical solutions	- Utilization of math resources (Extensions) that provide students with opportunities to progress toward their learning goals independently - Various modes of instruction to support all learners and incorporating ATL skills to support math goals (kinesthetic, visual, audio) - Small group instruction and one-on-one conferencing to discuss math concepts and clarify strategies - Use of formative assessments to monitor student learning	- Ongoing professional discourse and professional development opportunities for teachers - Sustained reflection of continuous monitoring plans to assess and support students and provide feedback (MTSS) - Continued use of formative assessments to inform instruction - Provide strategies to further support students in their academic achievement

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Exploration Target Areas - Math		
Target Goal	**Actions taken**	**Further Study**
Expand students' problem solving skills	- Utilizing various instructional strategies to revisit, reteach and reinforce concepts - Focusing on the language of math to help students understand what the math problems are asking, and facilitating discussion using math vocabulary - Providing opportunities for students to talk about math and share their thinking with their classmates - Engaging in professional development with students	- Ongoing professional discourse combined with professional development opportunities for teachers - Analysis of student assessments and assignments to determine areas to support - Identify trends, patterns, successes and challenges within our data collection - Provide strategies to further support students in their academic achievement

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Exploration Target Areas - Math		
Target Goal	**Actions taken**	**Further Study**
Determine which areas of focus are needed for Tier 2 interventions in mathematical problem-solving and reasoning	- Utilizing frequent check-ins to provide formative data for informing and guiding instruction - Monitoring and adjusting interventions to ensure students are meeting their goals - District level math meetings involving learning walks throughout district math classes - Small group instruction to provide differentiated instruction and support - Analysis of current data to monitor student progress	- Foster our data culture through reflective teaching to verify continuous growth - Recognizing diverse learners, learning styles & strengths in others - Promoting an inclusive learning environment - Sustained 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)

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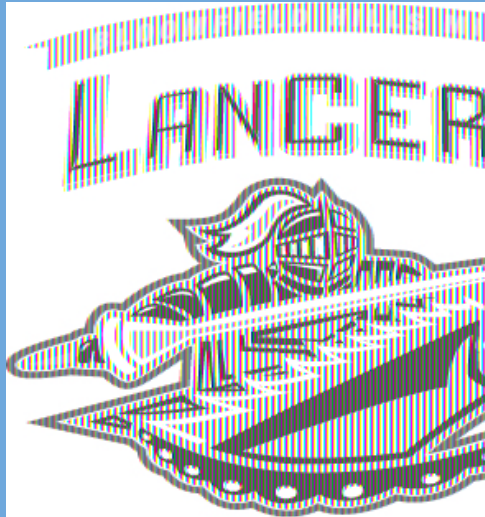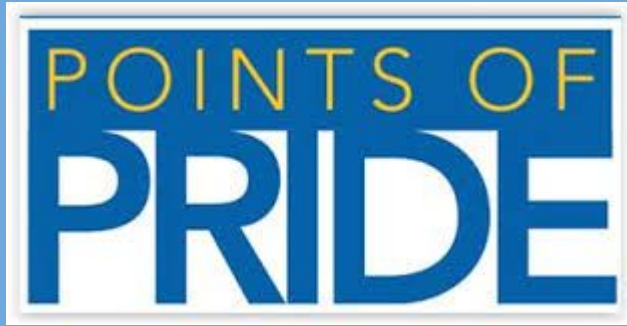
★ Restructured MTSS/BIT Procedure
★ Lancer Time: SEL Weekly check-in surveys
★ Learning Walks
  ○ SEL
  ○ Literacy
  ○ Math
★ Lancer Leader (Upstander/OK2SAY) extended to all grades at BHMS
★ Affinity Groups/Clubs
★ Student Senate