



Bloomington Middle and High School

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School Annual Education Report (AER) Cover Letter for Bloomington Middle & High School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Bloomington Middle and High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Mary Spade for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3He69ID>, or www.bdalecards.com, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as an "Additional Targeted Support School"

Bloomington Middle and High School is lucky to serve a diverse community of learners coming from many different backgrounds and life experiences. We continue to discuss best practices when it comes to instruction that will meet the needs of our learners. In 2021-22, we continued to look for ways to create building-wide interventions to ensure that each child is receiving the instructional services that they need in the areas of English Language Arts, Math, English Language Learners and Special Education Students.

At the MS/HS as a staff we started addressing creative and different ways to help our students with the potential learning loss and predicted low standardized test scores and benchmark test scores in the Spring of 2021. We knew if we did things the same way without making any changes, we would be doing a disservice to our students and Bloomington Public Schools.

Here are some of the strategies that we have implemented this year.

- Cardinal Wednesdays: Intervention/Enrichment/Resource Room, etc... essentially building time into our schedule for students to get extra learning time & relationship building with their teachers. (Eight 52 minute sessions or an hour & a half a week or 6 hours each month of built in "extra" time for class support, intervention, enrichment, etc...)
- Math Teachers would not have an advisory class but instead would have a pull out Math Intervention five days a week for the students they teach.
- Personal Curriculums: Instead of following the rigid path that all students fit into one mold, we are looking at each student as an individual. We are not forcing kids to move on to the next class in the curriculum whether they passed it or not just because their age dictates which class they should be taking. Instead, we are slowing students down and having them go back to the foundations of Math & ELA. We will not pass them on without making sure they can show proficiency in the essential standards of the class.

- Hiring an extra math teacher. Students are now able to get high school math credit for pre-algebra.
- Adding an English as a Second Language Teacher (ESL) and ESL Program to our staff and schedule. This will help our Spanish speaking students be more successful in the classroom.
- Purposely creating a MS schedule that allows all 6th - 8th grade teachers to have common planning time so they can have Team Meeting/PLCs every week or as needed.
- Adding new and innovative electives to make school fun so students would want to come to school. This will help with absenteeism. Traditionally we have been offering the same old electives even though the students were not interested. Sometimes students would take classes over because there were not any other options. We are purposely making our elective classes interesting for our students.
- As a staff, we will do a data analysis from our College Board Data. We will assess the difficulty level of the questions students missed, percentage of students who selected each answer option, what our strengths and weaknesses are and why, question type, vocabulary, distractors, location on test, curriculum/instruction gap. We will make an overview of the commonalities across the various tests. Finally we will discuss the next steps to address content, skills, and/or applications.
- As a staff, we are going to talk to our students on a more frequent basis about the M-Step, SAT/PSAT/NMSQT and NWEA Testing so students know the importance of these tests. Why they are important to the student and to Bloomingdale MS/HS.
- M-STEP Target Analysis Report to get an idea of where our student deficiencies are.
- Teachers will work on goal setting with students and provide testing incentives to motivate the students.
- MS Classes are cohorted and they didn't have lockers until the weather got bad. They have limited access to lockers to cut down on disturbances, anxiety, over-stimulation, behavior problems, etc.... Teachers are supervising students during transitions from class to class. MS students have a bathroom schedule and this is the only time that they can use the bathroom unless it is an emergency.
- MS STAND Program: We are starting the MS STAND Program this year. STAND: stands for Students Taking a New Direction. The stand program is a nationally recognized, student-led, whole child approach to prevention programming. Eventually we want to have the HS Program SLS or Students Leading Students. Since 1982, SLS has worked to ensure that youth remain safe, healthy, alcohol & drug free. SLS uses the 4 pillars of prevention.
 - 1. Develop a Student Led Chapter
 - 2. Development of Substance Abuse Prevention & Safety Knowledge
 - 3. Development of Leadership & Resiliency Skills
 - 4. Development of a Prevention Environment
- We are hiring a teacher to teach & supervise the Credit Recovery Program for students. This is an after school program for students to complete classes online using the Edgenuity program. This program will help students get back on track to graduate on time.
- Quarter Grades: We have changed the grading periods to nine weeks long rather than 18 weeks long. This will help with managing the time in the semesters for both teachers and students. This allows students a fresh start with their grading terms 4 times a year or every nine weeks instead of 2 times a year or every 18 weeks.
- Beginning to use Clipboard Data with all teachers in all departments. This is a way to monitor each student in the class as to whether they are proficient in each of the essential standards.
- Focusing on the TRAILS curriculum as a staff and county for professional development. <https://trailstowellness.org/materials> Transforming Research into Action to Improve the Lives of Students.
- Focusing on SIOP Strategies as a staff and county for professional development. SIOP stands for Sheltered Instruction Observation Protocol. SIOP was developed to make content material more comprehensible to English Language Learners. (ELLs)The process of SIOP consists of instructional features that cover eight aspects of lesson design delivery. It is an instructional Model helping ALL teachers effectively teach English Language Learners. Plan and deliver high quality instruction for all students, especially ELLs.

While our district staff continue to strive to improve the academic achievement of all of our students in all content areas, we have made a focused effort to make improvements in the teaching of math over the past few years. We worked hard to create a math intervention program to assist our students struggling in the area of math which is our lowest performance area on state assessments. This includes Math Intervention five days a week from all certified math teachers. We also added an additional math teacher for pre-algebra and algebra to our faculty to make our class sizes smaller. In addition to efforts to improve instruction at the classroom level, the district has implemented a plan to phase in a more rigorous math

curriculum K-12. We have seen a noticeable improvement in students' math comprehension thus far and we expect that to continue.

State law requires we report the following additional information:

1. Since Bloomingdale Middle and High School is the only public school that accepts 6th-12th grade students within the school district, there is no process established for assigning students to this building. All residents in the previously mentioned seven grade levels attend Bloomingdale Middle and High School. Our district is in the middle of a 3-5 year school improvement cycle. Each of the core academic areas has a goal related to the improvement of student performance on the M-Step assessment. The district has identified essential academic standards and continues to teach a curriculum that follows state guidelines and requirements as set out by the State of Michigan. The purpose of our School Improvement Plan is to be a driving force in promoting academic achievement for our students.
2. Some of our students who are identified as having one or more handicaps are able to receive educational services at specialized schools and a specialized center in the county. The programs are run and operated by the Van Buren ISD. The decision to place a student in any special education program is made by the Individualized Education Plan Committee which includes at least one of the student's parents or guardians, general education teacher, diagnostic personnel and a school administrator. The goal of all specialized programs is to facilitate a student's education growth to the maximum extent possible. Many of these programs are available from infancy through early childhood. These programs include: Autism, Severely Emotionally Impaired, Cognitively Impaired, Severely Multiply Impaired, Infant, and Total Communication Program.
3. In addition, the Bloomingdale Strive Academy is a specialized program at Bloomingdale Middle and High School designed to assist students who struggle to be successful in the regular high school program. This program provides another option for these students for obtaining a high school diploma, and it typically involves a more individualized and blended (online/traditional) path to graduation.
4. The core curriculum is aligned with the High School Content Expectations (HSCE), Grade Level Content Expectations (GLEt are taught with fidelity.C), and Common Core State Standards.
5. All core curriculum areas have identified Essential Standards that all students will learn before being promoted to the next grade level.

NWEA Scores

Lo = Less than 21, LoAvg = 21-40%, Avg 41-60%, HiAvg 61-80%, Hi = Greater than 80%

6th Grade Math (Overall Performance)

Fall: Lo 36%, LoAvg 31%, Avg 22%, HiAvg 11%, Hi 0%

Winter: Lo 34%, LoAvg 29%, Avg 27%, HiAvg 10%, Hi 0%

6th Grade ELA (Overall Performance)

Fall: Lo 40%, LoAvg 40%, Avg 20%, HiAvg 0%, Hi 0%

Winter: Lo 25%, LoAvg 23%, Avg 30%, HiAvg 18%, Hi 4%

7th Grade Math (Overall Performance)

Fall: Lo 41%, LoAvg 21%, Avg 23%, HiAvg 13%, Hi 1%

Winter: Lo 33%, LoAvg 33%, Avg 22%, Hi Avg 11%, Hi 2%

7th Grade ELA (Overall Performance)

Fall: Lo 36%, LoAvg 23%, Avg 23%, HiAvg 14%, Hi 4%

Winter: Lo 31%, LoAvg 20%, Avg 31%, HiAvg 15%, Hi 3%

8th Grade Math (Overall Performance)

Fall: Lo 34%, LoAvg 27%, Avg 25%, HiAvg 14%, Hi 0%

Winter: Lo 31%, LoAvg 24%, Avg 27%, Hi Avg 15%, Hi 3%

8th Grade ELA (Overall Performance)

Fall: Lo 32%, LoAvg 18%, Avg 24%, HiAvg 17%, Hi 8%

Winter: Lo 25%, LoAvg 19%, Avg 26%, HiAvg 21%, Hi 8%

6. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS See above

7. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parents and community members provide tremendous support of our education process at Bloomingdale Middle and High School. 34% of parents attended our fall parent teacher conferences in 2018 and 21% of our parents attended winter parent teacher conferences in 2019. In the Fall of 2019, we had 32% attend parent teacher conferencing. However, the Spring 2020 conference was canceled due to Covid-19. We had 29% attend our Fall 2021 parent teacher conferences. Every effort is made to discuss with parents their child's progress and how we can best support them to reach their goals, academic or otherwise.

8. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - 2021-2022: 9 students dual enrolled (2.6%)
 - 2020-2021: 16 students dual enrolled (4.5%)
 - 2019-2020: 23 students dual enrolled (6.5%)
 - 2018-2019: 22 students dual enrolled (6.2%)
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - 2021-2022: 4
 - 2020-2021: 2
 - 2019-2020: 4
 - 2018-2019: 3
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - 2021-2022: 46 students enrolled (13.7%)
 - 2020-2021: 6 students enrolled (1.7%)
 - 2019-2020: 62 students enrolled (17.7%)
 - 2018-2019: 56 students enrolled (16%)
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>
 - 2020-2021: 3 (42.8%)
 - 2019-2020: 9 (24.3%)
 - 2018-2019: 11(40.7%)

9. If you are interested in learning more about our school/district curriculum you may schedule a meeting with the building administrator. We would be happy to discuss with you each core subject area, its implementation process, and how it has been contextualized to fit the needs and demands of our students. If you are interested in learning more about our school's performance on any local or state achievements tests, those can also be requested from the building administrator or you can view our MiSchoolData on the bdalecards website.

Bloomingdale Middle and High School continues to strive toward creating contributing members of our local community and beyond. We have adopted the vision statement of "Empowering all students to maximize their potential" to guide us in all that we do to ensure that all students have the opportunity to grow in all areas.

Sincerely,

Ms. Mary Spade
Principal, Bloomingdale Middle and High School