



School Improvement Plan

Hart Middle School

Rochester Community Schools

Ms. Allison Roberts
6500 Sheldon
Rochester Hills, MI 48306-4575

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Hart SIP 2017-18	
Overview	6
Goals Summary	7
Goal 1: 85% of our students will be proficient in literacy across the content areas as defined by reading, writing, speaking and listening.	8
Goal 2: All students will be proficient or advanced in math as measured by state and local assessments.	10
Goal 3: By 2020, 85% of all 7th grade students will be proficient in Science as defined by state and/or local assessments.	11
Goal 4: All students will be proficient or advanced in math	13
Goal 5: Continued work towards 85% of our students will be proficient in literacy across the content areas as defined by reading, writing, speaking and listening.	13
Goal 6: All students will productively contribute to a safe school environment.	15
Goal 7: All faculty will focus on Time, Opportunity, Interaction and Modeling from Cultures of Thinking.	16
Activity Summary by Funding Source	18

Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Hart SIP 2017-18

Overview

Plan Name

Hart SIP 2017-18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	85% of our students will be proficient in literacy across the content areas as defined by reading, writing, speaking and listening.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$100000
2	All students will be proficient or advanced in math as measured by state and local assessments.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1000
3	By 2020, 85% of all 7th grade students will be proficient in Science as defined by state and/or local assessments.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	All students will be proficient or advanced in math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Continued work towards 85% of our students will be proficient in literacy across the content areas as defined by reading, writing, speaking and listening.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	All students will productively contribute to a safe school environment	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
7	All faculty will focus on Time, Opportunity, Interaction and Modeling from Cultures of Thinking.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$400

Goal 1: 85% of our students will be proficient in literacy across the content areas as defined by reading, writing, speaking and listening.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in literacy components of reading, writing, speaking, listening in English Language Arts by 06/08/2020 as measured by district common assessments..

Strategy 1:

Reading Comprehension Strategies - Reading Comprehension strategies will be implemented through district grade level curriculum that is aligned with the Common Core State Standards. Classroom instruction that has a focus on reading comprehension will be utilized with this curriculum. Action steps to be completed are grade level collaboration and lesson planning that uses the district and school curriculum and resources. Reading comprehension strategies will be monitored through grade level and department data collaboration and writing of SMART goals.

Category:

Research Cited: Gallagher, Kelly. (2004). Deeper reading: Comprehending challenging texts, 4-12. Portland, ME: Stenhouse Publishing.

Gee, J. P. (2004). Situated language and learning: A critique of traditional schooling. New York, NY: Routledge.

Harvey, S., & Goudvis, A. (2000). Strategies that work: Teaching comprehension to enhance understanding. York, ME: Stenhouse.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Vygotsky, L.S. (1986). Thought and language (A. Kozulin, Trans.). Cambridge, MA: MIT Press. (Original work published 1934).

Tier: Tier 1

Activity - 4 sections of AARI. Curriculum and instructional ELA learning needs of our special education population are met through curriculum aligned to state standards.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Hart Middle School

Building TEAM monitoring of students in literacy skills and decisions pending improvement of achievement in all areas of ELA learning. ELA teachers participation in Critical Literacy action research project under the guidance of an Oakland Schools Literacy Consultant. Teacher Learning Community focused on building instructional skills to include Formative Assessment techniques melded to growth mindset research.	Professional Learning	Tier 3	Monitor	09/03/2014	06/12/2020	\$100000	Section 31a, General Fund	Administrations are responsible for ensuring literacy rates are improving through instruction. Building TEAM is responsible for monitoring student learning and achievement and working hand-in-hand with classroom teachers to improve the same.
--	-----------------------	--------	---------	------------	------------	----------	---------------------------	---

Activity - Professional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA department collaborates on a daily/weekly basis by grade level. Much of this time is used for curriculum development and instructional practices.	Curriculum Development	Tier 1	Evaluate	09/08/2015	06/12/2020	\$0	No Funding Required	ELA teachers, learning consultant and administration.

Activity - Progress Monitoring of ELA data.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers of ELA will monitor the pre and post assessment gains of students on their grade level common assessment.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	All ELA teachers, learning consultant, and administrators.

Goal 2: All students will be proficient or advanced in math as measured by state and local assessments.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency on state and local assessments in Mathematics by 06/08/2020 as measured by state and local assessments..

Strategy 1:

PD on Math Student Results - The strategy will work by focusing professional development on instruction that yeilds higher acheivement in math proficiency for our students. Our math department meets quarterly with our learning consultant to analyze data and plan for individual student improvement as well as improvement in curriculum and instruction. We also use I READY for immediate diagnostic means in order to back-fill gaps in mathematics learning.

Category: Mathematics

Research Cited: Malec, L.(2012). Transforming Professional Development into Student Results (review). The Journal of General Education 61(1), 72-80. Penn State University Press.

Tier: Tier 1

Activity - Math Professional Development-Ongoing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our mathematics department makes use of the available data to target teach to deficit skills in our students. Our advanced learners are offered opportunities for instruction at their skill level through scheduling and classroom instruction.	Direct Instruction	Tier 1	Monitor	08/04/2014	06/12/2020	\$1000	General Fund	Math teacher leaders, Learning Consultant, Principal, Assistant Principal

Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Hart Middle School

Students who are struggling in mathematics learning and achievement are scheduled into math lab for academic support of learning goals.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/12/2020	\$0	No Funding Required	Math lab teachers, learning consultant and administration.
Activity - Math teachers focus on planning curriculum and instruction around the Eight Cultural Forces.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will infuse their classroom environment with the Eight Cultural Forces in order to fully implement a culture of thinking.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	09/08/2020	\$0	No Funding Required	The mathematics teachers, learning consultant, the Cultures of Thinking building leadership team, and building administrators.

Goal 3: By 2020, 85% of all 7th grade students will be proficient in Science as defined by state and/or local assessments.

Measurable Objective 1:

85% of Pre-K, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in 7th grade in Science by 05/25/2020 as measured by state and/or local assessments..

Strategy 1:

Best Practice Science Teaching - 7th Grade teachers are implementing the Science Notebook instructional practice. MiClass strategies will continue to improve science literacy through specific means like graphic organizers and analysis of informational text. The evaluation tool will be used to improve specific tenets of teacher classroom practice. Departmental data analysis will also drive classroom instruction.

Category:

Research Cited: Marcarelli, K. (2010). Teaching science with interactive notebooks. Thousand Oaks, CA: Corwin Press.

MiClass training through Oakland Schools.

Marzano, R.J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: ASCD.

School Improvement Plan

Hart Middle School

Tier: Tier 1

Activity - Building Cultures of Thinking in Science Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will use Making Thinking Visible routines that are aligned with CCSS and implement the eight cultural forces into their curriculum and instructional planning.	Professional Learning	Tier 1	Implement	09/07/2015	06/08/2020	\$0	No Funding Required	Administration to monitor collaboration among science teachers. Science teacher leaders to communicate updates in curriculum and instruction to team members. Science teachers trained in Visible Thinking strategies and the Eight Cultural Forces.

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate on a weekly basis by grade level in order to monitor the progress of students and adjust instruction and curriculum to meet student needs.	Curriculum Development, Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Grade level science teams, administration, learning consultant.

School Improvement Plan

Hart Middle School

Activity - Item analysis of state and local assessments.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and learning consultant will analyze items on state and/or local assessments to adjust curriculum and address possible curriculum gaps on a long term basis.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	09/06/2016	09/11/2020	\$0	No Funding Required	Science department and learning consultant. Monitoring by administration.

Goal 4: All students will be proficient or advanced in math

Measurable Objective 1:

85% of Pre-K, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency , in Mathematics by 06/13/2014 as measured by our EXPLORE and MEAP scores.

Strategy 1:

Math Lab - Collaboration around achievement results happens quarterly and provides direction for transitioning curriculum instruction. Progress monitoring of math lab students happens on a continual basis.

Category: Mathematics

Research Cited: Boudett, El, Murnane, R. 2013. Data wise: A step-by-step guide to using assessment results to improve teaching and learning. New York, NY.

Tier: Tier 2

Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math departments meet quarterly with our learning consultant and administration to analyze data and continue progress monitoring of students.	Teacher Collaboration	Tier 1	Implement	09/15/2014	06/08/2015	\$0	No Funding Required	Math teachers, learning consultant and administration

Goal 5: Continued work towards 85% of our students will be proficient in literacy across the content areas as defined by reading, writing, speaking and listening.

Measurable Objective 1:

85% of Pre-K, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in literacy components of reading, writing, speaking, and listening in English Language Arts by 06/12/2015 as measured by a school-wide pre and post literacy assessment..

Strategy 1:

Reading Comprehension - Reading Comprehension strategies will be implemented through district grade level curriculum that is aligned with the Common Core State Standards. Classroom instruction that has a focus on reading comprehension will be utilized with this curriculum. Action steps to be completed are grade level collaboration and lesson planning that uses the district and school curriculum and resources. Reading comprehension strategies will be monitored through grade level and department data collaboration and writing of SMART goals.

Specifically, continued use of Making Thinking Visible instructional strategies and Mi Class strategies will be used to increase literacy rates.

Category:

Research Cited: Gallagher, Kelly. (2004). Deeper reading: Comprehending challenging texts, 4-12. Portland, ME: Stenhouse Publishing. Gee, J. P. (2004). Situated language and learning: A critique of traditional schooling. New York, NY: Routledge. Harvey, S., & Goudvis, A. (2000). Strategies that work: Teaching comprehension to enhance understanding. York, ME: Stenhouse. Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development. Vygotsky, L.S. (1986). Thought and language (A. Kozulin, Trans.). Cambridge, MA: MIT Press. (Original work published 1934).

Richart, R., Church, M., Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. NY:NY. Wiley, John & Sons.

Tier: Tier 1

Activity - Continued Visible Thinking professional development, 3 Sections of AARI, Oakland Schools Literacy Consultant PD coaching model with teachers, department collaboration around literacy instructional strategies being infused in classroom practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Hart Middle School

<p>Three sections of AARI - AARI is a tier II intervention model Oakland Schools Literacy Consultant PD coaching model with teachers (Tier I) - A consultant will provide one on one coaching with staff to improve literacy instruction in all content areas. Building PD and School focus - Throughout the year our SIP and POI committees will work in tandem to provide professional development in the area of literacy improvement for our students.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/09/2014</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>General Fund</p>	<p>Administrators are responsible for ensuring literacy rates are improving through instruction. SIP and POI Committee Members are responsible for planning and carrying out professional development All staff who are responsible for progress monitoring.</p>
--	-------------------------------	---------------	----------------	-------------------	-------------------	------------	---------------------	--

Goal 6: All students will productively contribute to a safe school environment

Measurable Objective 1:

demonstrate a behavior or behaviors that support our work in PBIS through our Hart Start lessons and our Leading with H.A.R.T school culture emphasis by 06/16/2017 as measured by year end data in comparison with the prior school year.

Strategy 1:

Continued implementation of Positive Behavioral Instructional Supports - Staff will continue with weekly Hart Start lessons devoted to PBIS and character building.

Category: Learning Support Systems

Tier: Tier 1

Activity - Hart Start Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Hart Middle School

Each staff member at Hart teaches lessons during Hart Start that focus on PBIS and components of character building. The PBIS lessons are developed by our PBIS committee and given to all staff so that students are hearing the same message no matter their Hart Start teacher.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2019	\$0	General Fund	The PBIS committee is the lead responsible staff for this initiative. The entire staff plays a role in this building goal by teaching the lessons and supporting the work of the PBIS committee.
Activity - Lead with H.A.R.T. behavior support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are eligible to win Lead with HART tickets for being helpful, accountable, respectful and/or thoughtful. Weekly drawings are held per grade level where students can win prizes.	Behavioral Support Program	Tier 1	Implement	09/09/2016	06/14/2019	\$500	General Fund	All staff is responsible for distributing tickets to the students who earn them by leading with HART.

Goal 7: All faculty will focus on Time, Opportunity, Interaction and Modeling from Cultures of Thinking.

Measurable Objective 1:

collaborate to implement fully the visible thinking routines by 06/16/2017 as measured by evidence of artifacts in classrooms and departmental meeting notes.

Strategy 1:

Cultures of Thinking - Staff will participate in PD sessions, engage in dialogue and discussions, and share ideas centered on the four core areas of Time, Opportunity, Interaction and Modeling from the Cultures of Thinking model.

Category: School Culture

School Improvement Plan

Hart Middle School

Tier: Tier 1

Activity - Visible Thinking Routines Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will demonstrate evidence of Visible Thinking Routines in classroom instruction and learning.	Curriculum Development	Tier 1	Implement	09/09/2016	06/14/2019	\$400	General Fund	Building Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Cultures of Thinking in Science Classrooms	Science teachers will use Making Thinking Visible routines that are aligned with CCSS and implement the eight cultural forces into their curriculum and instructional planning.	Professional Learning	Tier 1	Implement	09/07/2015	06/08/2020	\$0	Administration to monitor collaboration among science teachers. Science teacher leaders to communicate updates in curriculum and instruction to team members. Science teachers trained in Visible Thinking strategies and the Eight Cultural Forces.
Math Professional Development	Math departments meet quarterly with our learning consultant and administration to analyze data and continue progress monitoring of students.	Teacher Collaboration	Tier 1	Implement	09/15/2014	06/08/2015	\$0	Math teachers, learning consultant and administration

School Improvement Plan

Hart Middle School

Professional Collaboration	The ELA department collaborates on a daily/weekly basis by grade level. Much of this time is used for curriculum development and instructional practices.	Curriculum Development	Tier 1	Evaluate	09/08/2015	06/12/2020	\$0	ELA teachers, learning consultant and administration.
Math Lab	Students who are struggling in mathematics learning and achievement are scheduled into math lab for academic support of learning goals.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/12/2020	\$0	Math lab teachers, learning consultant and administration.
Progress Monitoring of ELA data.	All teachers of ELA will monitor the pre and post assessment gains of students on their grade level common assessment.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	All ELA teachers, learning consultant, and administrators.
Item analysis of state and local assessments.	Teachers and learning consultant will analyze items on state and/or local assessments to adjust curriculum and address possible curriculum gaps on a long term basis.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	09/06/2016	09/11/2020	\$0	Science department and learning consultant. Monitoring by administration.
Math teachers focus on planning curriculum and instruction around the Eight Cultural Forces.	Math teachers will infuse their classroom environment with the Eight Cultural Forces in order to fully implement a culture of thinking.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	09/08/2020	\$0	The mathematics teachers, learning consultant, the Cultures of Thinking building leadership team, and building administrators.
Grade Level Collaboration	Science teachers will collaborate on a weekly basis by grade level in order to monitor the progress of students and adjust instruction and curriculum to meet student needs.	Curriculum Development, Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Grade level science teams, administration, learning consultant.

School Improvement Plan

Hart Middle School

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
4 sections of AARI. Curriculum and instructional ELA learning needs of our special education population are met through curriculum aligned to state standards.	Building TEAM monitoring of students in literacy skills and decisions pending improvement of achievement in all areas of ELA learning. ELA teachers participation in Critical Literacy action research project under the guidance of an Oakland Schools Literacy Consultant. Teacher Learning Community focused on building instructional skills to include Formative Assessment techniques melded to growth mindset research.	Professional Learning	Tier 3	Monitor	09/03/2014	06/12/2020	\$100000	Administrators are responsible for ensuring literacy rates are improving through instruction. Building TEAM is responsible for monitoring student learning and achievement and working hand-in-hand with classroom teachers to improve the same.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Professional Development-Ongoing	Our mathematics department makes use of the available data to target teach to deficit skills in our students. Our advanced learners are offered opportunities for instruction at their skill level through scheduling and classroom instruction.	Direct Instruction	Tier 1	Monitor	08/04/2014	06/12/2020	\$1000	Math teacher leaders, Learning Consultant, Principal, Assistant Principal

School Improvement Plan

Hart Middle School

<p>4 sections of AARI. Curriculum and instructional ELA learning needs of our special education population are met through curriculum aligned to state standards.</p>	<p>Building TEAM monitoring of students in literacy skills and decisions pending improvement of achievement in all areas of ELA learning. ELA teachers participation in Critical Literacy action research project under the guidance of an Oakland Schools Literacy Consultant. Teacher Learning Community focused on building instructional skills to include Formative Assessment techniques melded to growth mindset research.</p>	<p>Professional Learning</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>09/03/2014</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Administrations are responsible for ensuring literacy rates are improving through instruction. Building TEAM is responsible for monitoring student learning and achievement and working hand-in-hand with classroom teachers to improve the same.</p>
---	---	------------------------------	---------------	----------------	-------------------	-------------------	------------	--

School Improvement Plan

Hart Middle School

<p>Continued Visible Thinking professional development, 3 Sections of AARI, Oakland Schools Literacy Consultant PD coaching model with teachers, department collaboration around literacy instructional strategies being infused in classroom practice</p>	<p>Three sections of AARI - AARI is a tier II intervention model Oakland Schools Literacy Consultant PD coaching model with teachers (Tier I) - A consultant will provide one on one coaching with staff to improve literacy instruction in all content areas. Building PD and School focus - Throughout the year our SIP and POI committees will work in tandem to provide professional development in the area of literacy improvement for our students.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/09/2014</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>Administrations are responsible for ensuring literacy rates are improving through instruction. SIP and POI Committee Members are responsible for planning and carrying out professional development All staff who are responsible for progress monitoring.</p>
<p>Visible Thinking Routines Implementation</p>	<p>All staff will demonstrate evidence of Visible Thinking Routines in classroom instruction and learning.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2016</p>	<p>06/14/2019</p>	<p>\$400</p>	<p>Building Principal</p>
<p>Lead with H.A.R.T. behavior support</p>	<p>All students are eligible to win Lead with HART tickets for being helpful, accountable, respectful and/or thoughtful. Weekly drawings are held per grade level where students can win prizes.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/09/2016</p>	<p>06/14/2019</p>	<p>\$500</p>	<p>All staff is responsible for distributing tickets to the students who earn them by leading with HART.</p>

School Improvement Plan

Hart Middle School

Hart Start Lessons	Each staff member at Hart teaches lessons during Hart Start that focus on PBIS and components of character building. The PBIS lessons are developed by our PBIS committee and given to all staff so that students are hearing the same message no matter their Hart Start teacher.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2019	\$0	The PBIS committee is the lead responsible staff for this initiative. The entire staff plays a role in this building goal by teaching the lessons and supporting the work of the PBIS committee.
--------------------	--	----------------------------	--------	-----------	------------	------------	-----	--