



School Improvement Plan

Hilbert Middle School

Redford Union Schools, District No. 1

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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 2019-2020 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	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment is a culmination of multiple types of data that is collected over time. Hilbert Middle School uses the most recent three years of data as the benchmark to conduct trend data comparisons on an annual basis. Data will be collected, results will be analyzed and summarized, and conclusions will be drawn for identifying successes/challenges and strategies to improve all areas.

The system used to design, implement, and evaluate the comprehensive needs assessment is the district school improvement process. The district school improvement team meets a minimum of four times a year. Dates are established at the beginning of each school year. Sign-in sheets, agenda, minutes, and all relevant resources and materials are kept on file in the Superintendent's office. Agendas and minutes are shared with all stakeholders via email.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

In completing the comprehensive needs process, there were several areas of concern that needed to be addressed within our student population. In terms of demographics, it was reaffirmed that Hilbert has a significant number of economically disadvantaged students and a large number of students who receive special education services. Transitioning to Title I school-wide will enable us to support all of our students.

Our percentage of African American and Caucasian students is static from previous years. However, there is a 5% increase in our Hispanic population, and continues to grow. Over the past three years, the number of English Learners has tripled at Hilbert. All but one student is Spanish-speaking.

Surveys were issued to parents, staff and students with the purpose of gathering data regarding perception of Hilbert's needs. Parents reported that they would like to see more individualized instruction within the classroom. Staff reported a need for more training and staff development and access to a variety of learning resources. Students indicated concerns with respect of people and property, specifically with mutual respect between peers and respect between staff and students. Hilbert's ODRs have decreased as we have focused on incorporating Love and Logic into our daily interactions with students. We will continue working on building relationships with staff and students. From April 2018 - April 2019, ODRs at Hilbert decreased 53.5%. and suspensions have decreased 40.4%.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Our goals are directly connected to the needs in our school. Student achievement is our top priority, and connecting what we know are needs to what we will focus on and do every day will help us to meet all our student needs. We have a goal for all four core content areas. Within these goals, we will strive to increase students achievement and individualize instruction and assessment for our students.

Staff needs will drive what we set as goals, and will directly relate to assisting students in their daily work. Staff will engage in professional development that will address meeting priority needs reported by students and parents. Our parents needs will be supported through our goals as well through purposeful family engagement activities.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our school goals address nearly 100% of the population needs at Hilbert Middle School. Because our economically disadvantaged subgroup is a large majority of our population, when we target these students for academic support, we are reaching almost all of our students. The few students who are not economically disadvantaged will receive the same supports through Title I Schoolwide. We have found that some of our non-economically challenged students are failing academically.

Although there are gaps between our Black/African American and white students academically on the state summative assessment, the difference is statistically insignificant in regard to the number of proficient students.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

- *Integration of technology in all subject areas to improve student engagement
- *Love and Logic is a system intended to provide professional development for staff to build positive and productive relationships with and among students.
- *Teaming is means to provide meaningful staff collaboration that directly correlates to student success.
- * The PBIS program is used to increased positive behaviors in students so they can academically succeed.
- *After School programs and student clubs contribute to the promotion of academic excellence within students.
- *Summer enrichment programs support the students academically and socially to provide a bridge from year to year.
- *The focus on the district-wide transition to the International Baccalaureate program will tailor instruction to individual learning styles.
- *STREAM activities will promote engagement and interdisciplinary inquiry.
- *Family engagement opportunities will build a partnership between home and school.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

QUALITY

- *International Baccalaureate program
- *Integration of technology
- *Love and Logic
- *Teaming
- * The PBIS program
- *STREAM activities

QUANTITY

- *After School programs
- *Student clubs
- *Summer enrichment programs
- *Family engagement opportunities

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

- *International Baccalaureate program allows teachers to provide a variety of teaching strategies and individualized instruction that will address parental concerns.

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- *Integration of technology will increase student engagement and affords a variety of resources that will increase student success. This will alleviate parental concerns regarding individualized instruction.
- *Love and Logic provides staff with comprehensive knowledge about building solid relationships with and among students and staff. This will address student, parent and staff concerns about building a rapport in the community that fosters mutual respect.
- *Teaming supports an innovative and collaborative culture that directly correlates to student success.
- * The PBIS program facilitates the continued reduction of ODRs and suspensions.
- *STREAM activities support innovative and collaborative interdisciplinary culture among all stakeholders.
- *After School programs extend the academic school day for students who may not have adequate support otherwise.
- *Student clubs will provide opportunities for exposure to activities that might otherwise not be available to the economically disadvantaged students we serve.
- *Summer enrichment programs will reduce summer regression while promoting respectful relationships among students and promotes a healthy respect for their school environment.
- *Family engagement opportunities will be provided to promote regular communication between home and school, and to offer families a chance to more closely engage in their student's academic success.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

- *Math 180: lowest math achievers in the school participate in an additional math class consisting of blended learning strategies.
- *Imagine Learning Language and Literacy: computer-based program with engaging content, individualized instruction and ongoing assessment.
- *Imagine Learning Math: builds a solid math foundation through a computer-based program.
- *After School programs: provide enrichment as well as academic support.
- *Student clubs: promotes social interactions and relationship-building opportunities. Students explore individual areas of interest.
- *Summer enrichment programs: provides extended opportunities that are offered throughout the school year through student clubs and after school programs.
- *Family engagement opportunities: exposes families to the academic rigor students are exposed to throughout the day.

5. Describe how the school determines if these needs of students are being met.

Hilbert determines if student needs are being met through a variety of mediums including surveys, summative assessments, standardized and interim assessments, and classroom formative assessment.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Our district Human Resources office insures that all staff are highly qualified (HQ) or are receiving support to become HQ.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Our school has had needs in teacher retention this year. We have 36 teaching positions this year. In the beginning of year, five new staff were added to fill positions that were vacated due to retirement, new placement, and one newly created position. One of the five left during the first quarter, with the position not filled until third quarter. Another of the new staff left during the second quarter, with that position filled at the start of third quarter. A third of the new staff took a six week leave during second quarter (with a substitute taking the position); the staff member resigned during the third quarter, with the substitute completing the school year in that position. A teacher who was employed in our school for over two years resigned in the first quarter (her replacement was a sixth new staff member).

2. What is the experience level of key teaching and learning personnel?

60% of our teaching staff has more than 20 years teaching experience
25.8% of our teaching staff has 10 - 20 years teaching experience
8.5% of our teaching staff has less 5 - 9 years teaching experience
5.7% of our teaching staff has less than 5 years teaching experience

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Our school uses word-of-mouth to attract quality teachers.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Attracting: The district advertises openings on the district website. The interview process involves staff members who will work with the person. The district has a reputation of paying the teaching staff well, offering "steps" for people who have experience.

To Retain staff: The district has initiated many programs such as International Baccalaureate and Early College, as well as strong support in elementary instruction. The district values its staff by offering opportunities for input into the strategic planning process. The district provides high-quality, research-based professional development.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There have been no initiatives to this point.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

We have had Love and Logic PD this school year based on our need for improving teacher/student relationships and student behavior. To sustain this PD, we will have support PD during the next school year.

International Baccalaureate is our program to increase student engagement, raise student achievement, and improve student attendance. We will continue the PD mandated by the organization, while we align our curriculum and instruction to better serve our students.

We will continue our team culture and climate work with a consultant.

2. Describe how this professional learning is "sustained and ongoing."

We insure that all PD is not a sit and get, that we support our staff ongoing through multiple sessions and discussions at staff meetings and team meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Hilbert PD Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are invited to all School Improvement Team (SIT) meetings in order to participate in the design of the plan. Input can be given on annual survey.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will be informed of the plan during the annual Title I meeting/Curriculum Night. An evaluation will be available for them to complete. The plan will be available in hard copy in the school office at all times.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents will be invited to SIT meetings throughout the year.

Annual Survey

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Hilbert Parent Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

See Attached Plan

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

We will review sign-in sheets for parent attendance, count survey responses, keep records of parent communication with staff.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Parent input will be discussed and revisions made at SIT as needed.

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8. Describe how the school-parent compact is developed.

Parents are invited to SIT meetings. SIT will review and revise the compact annually.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

During registration/schedule pick-up, parents are given important documents to review. Staff is available to discuss or answer any questions. The compact will be given to all new families during the school year, and opportunities for discussion and questions will be made.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Hilbert Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

We send home weekly progress reports with the student.

We use MISTAR Parent Connect, which gives updates on student academic progress.

We provide an official Parent/Teacher Conference twice per year, with flexible hours for all parents to attend.

Report Cards are sent home quarterly with the student.

Parent Reports for the state assessment are sent home to parents during the next fall.

NWEA MAP score reports and information is sent home in the fall.

Students with IEPs have annual meetings for parents.

Teachers contact parents when necessary, via phone, note, mail, etc.

Parents are invited to meet with the student's team of teachers when necessary.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

N/A

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teams of teachers by subject work together to create formative and interim assessments for use in the classroom.

Teachers are told that the NWEA MAP is to be given 2-3 times per year. Teachers have input into when their students will take the assessment, based on recommendations from the district and school administration.

The state dictates when the state-level summative assessments are given.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Classroom formative assessments drive instruction for individual and teams of teachers.

Interim assessment data is reviewed by teams of teachers who teach the same grade level and subject. Classroom lessons and instruction is adjusted accordingly.

NWEA MAP data is reviewed by teams of teachers as well as the School Improvement Team and school counselor. Results drive instruction and groupings, as well as interventions. Special Education eligibility decisions use this data as well.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Reports are pulled in the fall that indicate the proficiency level of all our students. The students that score a 1 or 2 (not proficient or advanced) are listed and each teacher is made aware of who those students are.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who score a 1 or 2 are identified as being "at-risk". The state assessment results are only one piece of data that teachers use to group students for additional assistance.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Formative assessment results drive instruction and grouping in classrooms. Individual students who need additional supports receive them. Tasks are adjusted as needed. Levels of difficulty of assignments are given to appropriate groups.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

International baccalaureate is supported by our district general fund, Title IV, and Title II Professional Development fund. Other programs such as after school and summer enrichment, as well as Math 180 is supported by Section 31a. Title I funding will support STREAM, family engagement activities and technology.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

We will utilize local, state and federal dollars to implement our initiatives.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Hilbert Middle School coordinates and integrates all federal, state and local programs and services that we offer with all general-funded programs and services. Any additional supplementary support is provided if it falls within our school improvement goals, as well as if allowable under all federal and state grant guidelines.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The schoolwide program is evaluated frequently through the collection of data including assessments, perception, demographic and process data.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

We take the results from the M-Step and the PSAT and make connections by individual student to the programs and services received.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We take the academic bottom 30% of our students and connect them with the programs and services that each are receiving.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The School Improvement Team shares the plan with all staff at the beginning of the school year. They monitor the success of the plan and make adjustments as necessary.

Hilbert Goals 2018-2023

Overview

Plan Name

Hilbert Goals 2018-2023

Plan Description

Goals, Strategies, and Activities for School Improvement through 2022.

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	Hilbert Middle School students will consistently improve their mathematics ability, leading to performing at grade level or above.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$304000
2	Hilbert Middle School students will improve each year in order to reach proficiency in science	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$127008
3	Hilbert students will consistently improve their reading and writing ability, leading to performing at grade level or above	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$285000
4	Hilbert Middle School students will improve each year in order to reach proficiency in social studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$35000
5	Hilbert Middle School will continually improve and enhance the learning environment to promote student success.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$69000

Goal 1: Hilbert Middle School students will consistently improve their mathematics ability, leading to performing at grade level or above.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency at grade level or above in Mathematics by 06/16/2023 as measured by PSAT, SAT, M-STEP, and NWEA.

Strategy 1:

Instructional staff at Hilbert Middle School will work with identified at-risk students for targeted instruction during mathematics. - Students will be identified for differentiated mathematics instruction through the Math 180 program

Category: Mathematics

Research Cited: vvv

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 180 instructor will receive professional development to implement and teach a Math 180 course.	Professional Learning	Tier 1	Implement	07/01/2018	06/16/2023	\$1000	Section 31a	Academic Coordinator, Principal, Math 180 teacher
Activity - Math 180 Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Math 180 license will need to be purchased for each student enrolled in the class	Technology, Materials	Tier 1	Implement	07/01/2018	06/16/2023	\$200000	Title I Part A	Academic Coordinator
Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will need to use Chromebooks in the Math 180 classroom to implement the program	Technology, Materials	Tier 1	Implement	07/01/2018	06/16/2023	\$9000	Title I Part A	Academic Coordinator, Technology Director

Strategy 2:

Data for raising achievement - Mathematics teachers will collect and organize all achievement data and provide teachers with professional development in how to

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analyze, understand, and utilize data to make instructional decisions

Category: Mathematics

Research Cited: Hegedus, A. (2013). Moving from data to making a difference. TASA INSIGHT Magazine, 28(2), 17–21.

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will collect and organize student achievement by using NWEA, M-Step, formative and summative assessments.	Teacher Collaboration, Professional Learning, Policy and Process	Tier 1	Implement	07/01/2018	06/16/2023	\$50000	Title I School Improvement (ISI)	Academic Coordinator, Principal, IB Coordinator, Mathematics Department Chair, Mathematics teachers

Measurable Objective 2:

100% of Sixth, Seventh and Eighth grade students will increase student growth and engagement in the classroom in Mathematics by 06/16/2023 as measured by PSAT, SAT, M-STEP, NWEA, and engagement checklists.

Strategy 1:

Implementing the International Baccalaureate Middle Years Program - The IB MYP will be implemented this year

Category: Mathematics

Research Cited: Sizmur, J and Cunningham, R. 2012. International Baccalaureate Middle Years Programme (MYP) in the UK. Slough, Berkshire, UK. NFER.

Tier: Tier 1

Activity - Supplementary Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplementary math materials will be purchased to support the implementation of the IB MYP	Supplemental Materials	Tier 1	Implement	07/01/2018	06/16/2023	\$19000	Title I Part A	Academic Coordinator, Principal, IB Coordinator, Mathematics Department Chair

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Activity - Conferences and Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will attend workshops and/or conferences to learn to plan and implement the IB MYP program.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2018	06/16/2023	\$25000	Title II Part A	Academic Coordinator, Principal, IB Coordinator

Goal 2: Hilbert Middle School students will improve each year in order to reach proficiency in science

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in understanding concepts in Science by 06/16/2023 as measured by the state assessment and/or common assessments.

Strategy 1:

Strategy 1 - Teachers will attend professional development exploring implementation of research based science and engineering practices, attend workshops to plan and implement NGSS and the IB program

Category: Science

Research Cited: translating the NGSS for classroom instruction, NSTA readers guide to NGSS, NSTA readers guide to a framework for K-12 science education, 2nd edition, Global Key Findings from research on the impact of International Baccalaureate programs.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend training in order to understand and implement IB practices into the MYP classroom	Professional Learning	Tier 1	Implement	08/30/2018	06/16/2023	\$57008	Title II Part A	Administrators, Coordinators, Department Heads

Strategy 2:

Strategy 2 - Incorporating STEM/STEAM/Design- Enhance science experiences in the classroom by incorporating STEM/Design into everyday teaching and learning

Category: Science

Research Cited: Instructional Quality John Hattie

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use materials and technology that will enhance science teaching and learning	Professional Learning	Tier 1	Implement	08/30/2018	06/16/2023	\$10000	Section 31a	Administrators, Coordinators, Department Heads, Teacher

Strategy 3:

Strategy 3 - Project Based model of instruction based on the IB program will be adopted

Category: Science

Research Cited: Newman 1995

Tier: Tier 1

Activity - Materials and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will explore the use of materials and technology using STEMscope and hands on inquiry based science activities increasing knowledge of science concepts	Field Trip, Materials	Tier 1	Implement	08/30/2018	06/16/2023	\$60000	General Fund	Administrators, Coordinators, Teachers, Department Heads

Goal 3: Hilbert students will consistently improve their reading and writing ability, leading to performing at grade level or above

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 06/16/2023 as measured by PSAT8, SAT, NWEA, M-Step, and DRA.

Strategy 1:

Strategy 1 - Instructional staff at Hilbert will receive professional development in best practices for educating our students in English Language Arts

Category: English/Language Arts

Research Cited: Jacob, B. A. & Lefgren, L. (2002, April). The impact of teacher training on student achievement: Quasi-experimental evidence from school reform efforts in Chicago. National Bureau of Economic Research Working Paper 8916.

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Available online at www.nber.org/papers/w8916.

Tier: Tier 1

Activity - Workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will attend workshops, conferences, and other PD opportunities in order to better understand best practices in educating our students, including "Rewiring the Brain" by Trish Martin and IB unit planning and implementation	Professional Learning	Tier 1	Implement	07/01/2018	06/16/2023	\$100000	Title II Part A	Instructional Staff, Principal

Strategy 2:

Strategy 2 - Data for Raising Achievement- English Language Arts teachers will collect and organize all achievement data and provide teachers with professional development in how to analyze, understand, and utilize data to make instructional decisions

Category: English/Language Arts

Research Cited: Richard Dufours PLCs and Instructional Learning Cycles

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will collect and organize student achievement by using NWEA, M-Step, DIBELS, DAZE, formative and summative assessments.	Teacher Collaboration, Professional Learning, Policy and Process	Tier 1	Implement	09/04/2018	06/16/2023	\$50000	Title I Part A	Instructional Staff

Strategy 3:

Strategy 3 - Instructional staff will implement state English Language Arts standards in the areas of reading and writing

Category: English/Language Arts

Research Cited: "Rewiring the Brain" by Trish Martin

Tier: Tier 1

Activity - IB Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional Staff will implement daily lessons and assessments through IB style units	Direct Instruction, Academic Support Program, Curriculum Development	Tier 3	Implement	07/01/2018	06/16/2023	\$25000	Title I Part A	Instructional Staff IB Coordinator
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Activity - "Rewiring the Brain" Trish Martin	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement daily lessons and assessment through "Rewiring the Brain" by Trish Martin (comprehension, spelling, grammar, orthography, writing, reading, analysis, and critical thinking)	Direct Instruction, Materials	Tier 1	Implement	09/04/2018	06/16/2023	\$50000	Title I Part A	Instructional Staff

Activity - Flocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement daily lessons and assessments from the Flocabulary online program (content-specific skills)	Direct Instruction, Materials	Tier 1	Implement	09/04/2018	06/16/2023	\$50000	Title I Part A	Instructional Staff

Strategy 4:

Strategy 4 - Reading Activities - Teachers will use best practice instructional strategies and supplemental materials to increase student interest and ability in the area of reading and writing

Category: English/Language Arts

Research Cited: Seven Strategies to Teach Students Text Comprehension By: C.R. Adler

Adolescent Literacy Turning Promise into Practice By: Kylee Beers, Robert E. Probst, and Linda Rief

Research cited from the National Reading Panel Report(2000) shows evidence that explicit comprehension instruction improves students understanding of the text.

Tier: Tier 1

Activity - High Interest Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a greater amount of high interest reading opportunities for students to engage in the reading process through high interest adjusted level books	Direct Instruction, Materials	Tier 1	Implement	09/04/2018	06/16/2023	\$10000	Title I Part A	ELA Department Heads

Goal 4: Hilbert Middle School students will improve each year in order to reach proficiency in social studies.

School Improvement Plan

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Measurable Objective 1:

80% of All Students will demonstrate a proficiency in basic state identified skills in Social Studies by 06/16/2023 as measured by the state assessments or common assessments..

Strategy 1:

Professional Development - Teachers will attend professional development designed to implement state social studies standards within the IB construct.

Category: Social Studies

Research Cited: Preserving the Social Studies as Core Curricula in an Era of Common Core Reform, by David W. Denton and Cindy Sink.

Tier: Tier 1

Activity - Conferences and Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development focused on developing IB units aligned with state social studies standards/curriculum.	Professional Learning	Tier 1	Implement	06/01/2018	06/16/2023	\$5000	Title II Part A	District administration, principals, social studies teachers

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning of state standards in order to develop the district curriculum, create IB units, and find appropriate resources to raise student achievement in social studies.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2018	06/16/2023	\$5000	Title II Part A	District administration, principal, social studies teachers

Strategy 2:

High Quality Materials - The Academic Coordinator will provide teachers with materials that will assist students in learning social studies concepts.

Category: Social Studies

Research Cited: An Investigation on Teaching Materials Used in Social Studies Lessons by

Tier: Tier 1

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided with atlases, textbooks and/or online texts, Chromebooks, and other materials that will enhance student understanding of social studies curriculum	Technology , Supplemental Materials, Materials	Tier 1	Implement	07/01/2018	06/16/2023	\$25000	Title I Part A	District Administrators
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Goal 5: Hilbert Middle School will continually improve and enhance the learning environment to promote student success.

Measurable Objective 1:

demonstrate a behavior by reducing ODRs and suspensions by being an active learner and a good citizen by 06/30/2019 as measured by a 10 percent reduction in the number of ODRs and suspensions.

Strategy 1:

Faculty and Support Staff Training - Faculty and support staff will participate in professional development in the areas of PBIS, Restorative Practices, Climate and Culture and other related training offered by the district and/or Wayne RESA.

Category: School Culture

Research Cited: Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, 11(3), 113-144.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of professional developments regarding behavior and school culture. Once trained, those teachers will be the building trainers.	Professional Learning	Tier 1	Getting Ready	08/29/2018	06/17/2019	\$1000	Title II Part A	Principal
Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and discuss the steps that must be completed before a referral is written. This includes referrals for major and minor infractions. Teachers will support one another to develop ideas and strategies for behavior problems and concerns.	Behavioral Support Program	Tier 1	Monitor	06/21/2018	06/17/2019	\$5000	Title II Part A	Principal and PBIS Team
Activity - IB Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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elective teachers will attend professional development for the IB Middle Years Program	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2018	06/16/2023	\$60000	Title II Part A	Curriculum director, IB Coordinator, Principal, Elective teachers
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Strategy 2:

Student Training - All staff will utilize the first three weeks of the school year to implement and teach students behavioral and building expectations. All staff will continue to reinforce behavioral and building expectations on a on going basis throughout the year.

Category: School Culture

Research Cited: Mieke Van Houtte (2007) Climate or Culture? A Plea for Conceptual Clarity in School Effectiveness Research, School Effectiveness and School Improvement, 16:1, 71-89, DOI: 10.1080/09243450500113977

Tier: Tier 1

Activity - Welcome to school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop lesson plans that teach the building norms, rules and expectations. Including but not limited to the following, how to be respectful, responsible and safe in school related areas. Teachers will develop lesson plans and teach all students classroom norms, rules and procedures.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Title I School Improvement (ISI)	Principal and PBIS Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Use materials and technology that will enhance science teaching and learning	Professional Learning	Tier 1	Implement	08/30/2018	06/16/2023	\$10000	Administrators, Coordinators, Department Heads, Teacher
Professional Development	Math 180 instructor will receive professional development to implement and teach a Math 180 course.	Professional Learning	Tier 1	Implement	07/01/2018	06/16/2023	\$1000	Academic Coordinator, Principal, Math 180 teacher

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Welcome to school	Teachers will develop lesson plans that teach the building norms, rules and expectations. Including but not limited to the following, how to be respectful, responsible and safe in school related areas. Teachers will develop lesson plans and teach all students classroom norms, rules and procedures.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$3000	Principal and PBIS Team
Data Analysis	Instructional staff will collect and organize student achievement by using NWEA, M-Step, formative and summative assessments.	Teacher Collaboration, Professional Learning, Policy and Process	Tier 1	Implement	07/01/2018	06/16/2023	\$50000	Academic Coordinator, Principal, IB Coordinator, Mathematics Department Chair, Mathematics teachers

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IB Teacher Training	elective teachers will attend professional development for the IB Middle Years Program	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2018	06/16/2023	\$60000	Curriculum director, IB Coordinator, Principal, Elective teachers
Professional Development	Teachers will participate in a variety of professional developments regarding behavior and school culture. Once trained, those teachers will be the building trainers.	Professional Learning	Tier 1	Getting Ready	08/29/2018	06/17/2019	\$1000	Principal
Teacher Collaboration	Teachers will collaborate and discuss the steps that must be completed before a referral is written. This includes referrals for major and minor infractions. Teachers will support one another to develop ideas and strategies for behavior problems and concerns.	Behavioral Support Program	Tier 1	Monitor	06/21/2018	06/17/2019	\$5000	Principal and PBIS Team
Workshops and Conferences	Instructional staff will attend workshops, conferences, and other PD opportunities in order to better understand best practices in educating our students, including "Rewiring the Brain" by Trish Martin and IB unit planning and implementation	Professional Learning	Tier 1	Implement	07/01/2018	06/16/2023	\$100000	Instructional Staff, Principal
Professional Development	Staff will attend training in order to understand and implement IB practices into the MYP classroom	Professional Learning	Tier 1	Implement	08/30/2018	06/16/2023	\$57008	Administrators, Coordinators, Department Heads
Curriculum Development	Teachers will engage in professional learning of state standards in order to develop the district curriculum, create IB units, and find appropriate resources to raise student achievement in social studies.	Teacher Collaboration, Professional Learning, Curriculum Development	Tier 1	Implement	07/01/2018	06/16/2023	\$5000	District administration, principal, social studies teachers
Conferences and Workshops	Teachers will attend professional development focused on developing IB units aligned with state social studies standards/curriculum.	Professional Learning	Tier 1	Implement	06/01/2018	06/16/2023	\$5000	District administration, principals, social studies teachers

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Conferences and Workshops	Instructional staff will attend workshops and/or conferences to learn to plan and implement the IB MYP program.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	07/01/2018	06/16/2023	\$25000	Academic Coordinator, Principal, IB Coordinator
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Students will need to use Chromebooks in the Math 180 classroom to implement the program	Technology, Materials	Tier 1	Implement	07/01/2018	06/16/2023	\$9000	Academic Coordinator, Technology Director
IB Curriculum	Instructional Staff will implement daily lessons and assessments through IB style units	Direct Instruction, Academic Support Program, Curriculum Development	Tier 3	Implement	07/01/2018	06/16/2023	\$25000	Instructional Staff, IB Coordinator
Supplementary Materials	Supplementary math materials will be purchased to support the implementation of the IB MYP	Supplemental Materials	Tier 1	Implement	07/01/2018	06/16/2023	\$19000	Academic Coordinator, Principal, IB Coordinator, Mathematics Department Chair
Data Analysis	Instructional staff will collect and organize student achievement by using NWEA, M-Step, DIBELS, DAZE, formative and summative assessments.	Teacher Collaboration, Professional Learning, Policy and Process	Tier 1	Implement	09/04/2018	06/16/2023	\$50000	Instructional Staff
High Interest Text	Teachers will provide a greater amount of high interest reading opportunities for students to engage in the reading process through high interest adjusted level books	Direct Instruction, Materials	Tier 1	Implement	09/04/2018	06/16/2023	\$10000	ELA Department Heads

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Materials	Teachers will be provided with atlases, textbooks and/or online texts, Chromebooks, and other materials that will enhance student understanding of social studies curriculum	Technology , Supplemental Materials, Materials	Tier 1	Implement	07/01/2018	06/16/2023	\$25000	District Administrators
Flocabulary	Instructional staff will implement daily lessons and assessments from the Flocabulary online program (content-specific skills)	Direct Instruction, Materials	Tier 1	Implement	09/04/2018	06/16/2023	\$50000	Instructional Staff
Math 180 Licenses	A Math 180 license will need to be purchased for each student enrolled in the class	Technology , Materials	Tier 1	Implement	07/01/2018	06/16/2023	\$200000	Academic Coordinator
"Rewiring the Brain" Trish Martin	Instructional staff will implement daily lessons and assessment through "Rewiring the Brain" by Trish Martin (comprehension, spelling, grammar, orthography, writing, reading, analysis, and critical thinking)	Direct Instruction, Materials	Tier 1	Implement	09/04/2018	06/16/2023	\$50000	Instructional Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Materials and Technology	Staff will explore the use of materials and technology using STEMscope and hands on inquiry based science activities increasing knowledge of science concepts	Field Trip, Materials	Tier 1	Implement	08/30/2018	06/16/2023	\$60000	Administrators, Coordinators, Teachers, Department Heads