

Volusia County Schools

David C Hinson Sr Middle School



2015-16 School Improvement Plan

David C Hinson Sr Middle School

1860 N CLYDE MORRIS BLVD, Daytona Beach, FL 32117

<http://myvolusiaschools.org/school/hinsonmiddle/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through the individual commitment of our entire learning community, Hinson Middle School will provide a rich and rigorous environment that fosters high academic achievement and citizenship.

Provide the school's vision statement

We believe that an orderly and safe campus promotes an optimum learning environment by encouraging and supporting citizenship.

We believe that all our children will be successful in high school and become responsible and contributing members of society.

We believe in a well-balanced, comprehensive, and success-oriented curriculum that responds to the physical, intellectual, social, and emotional needs of our students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Hinson Middle School offers a Step-Up program for in-coming sixth grade students. The guidance department sponsors this program to introduce students to middle school and making them feel welcome. The school has also developed a school-wide discipline plan, titled CARE, to build positive relationships between students and teachers. CARE is an acronym for Courtesy, Achievement, Responsibility, and Environment. This plan establishes the protocols for expected behavior at school. The consequences and rewards for behavior are also included. Each teacher has a poster in their classroom to use a resource with students. During pre-planning, the behavior management plan is reviewed with teachers. In addition, each teacher develops a caring environment in their classroom. The school offers extra curricular clubs to students. Examples include Art, Florida Christian Athletes, Robotics, Math Counts, National Junior Honor Society, Health and Fitness, Girls Get It, and Basketball. The school also has a student government association (SGA) that serves as a liaison between students and administration to have their concerns heard. SGA also supports the school by assisting with school sponsored activities. Student achievement is recognized quarterly with honor roll and 4.0 celebrations held each quarter. Hinson builds relationships with families by offering family nights. This year a family night will be held to acquaint parents with the online grade book, math concepts and skills, and reading concepts and skills.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates a safe environment for students by:

1. Students that arrive early on campus are held in the cafeteria until supervision is provided on campus.
2. There are supplemented teachers stationed across the campus to supervise students in their courtyard area. These teachers and grade level administrators have walkie-talkie's in order to contact the office in case of emergencies.
3. In addition, there are also teachers assigned to supervise on a rotating basis to provide additional coverage.
4. In the afternoon, bus students report to the gym until their bus arrives on campus.
5. The school holds periodic safety drills throughout the school year (Hazmat, Severe Weather, Lock

down, Bomb Threat, Fire Drill).

6. Classroom teachers and school counselors create a safe and orderly environment through their classroom and school behavior management plans. Additional programs include Second Step, a bully proofing curriculum for grade 6-8.

7. Courtesy, Achievement, Responsibility, and Environment (CARE) procedures are taught to students during the first week of school. They will be reviewed the first week of the second semester.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school has developed a school-wide discipline plan titled CARE which is an acronym for Courtesy, Achievement, Responsibility, and Environment. This plan establishes the protocols for expected behavior at school. The consequences and rewards for behavior are also included. A volunteer behavior leadership team has been assembled to reconstitute and further develop the existing school-wide CARE program. Each teacher has a poster in their classroom to use as a resource with students. During pre-planning, the behavior management plan is reviewed with teachers. The school rules are also written in the student planner. The school also enforces the Code of Conduct for Volusia County Schools. This document is provided to students and parents on the first day of school. Students and parents must sign indicating that they have received the information. Hinson has a full-time resource officer who assists the school with behavior issues and truancy.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures that the social-emotional needs of students are being met by:

1. There is a school counselor for each grade level that moves with the students during their three years of middle school.
2. School counselors are available throughout the school day to meet with students and address individual needs.
3. School counselors also provide classroom lessons periodically throughout the year. The Second Step program begins in sixth grade and continues through eighth grade. This is a bully proofing prevention program.
4. School counselors inform/train teachers in the areas of suicide prevention, drug education, and statutes that pertain to classroom teachers.
5. The school has also started a mentoring program for students that would fall in the EWS and/or lowest quartile. Teachers volunteer to give time to meet with students and guide them to be successful.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level		Total
	7	8	
Attendance below 90 percent	16	13	29
One or more suspensions	28	47	75
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	33	63	96
BL: Unweighted GPA	0	0	
Qtr. 1: Unweighted GPA	0	0	
Qtr. 2: Unweighted GPA	0	0	
Qtr. 3: Unweighted GPA	0	0	
Qtr. 4: Unweighted GPA	0	0	
BL: Overage for Grade	0	0	
Qtr. 1: Overage for Grade	0	0	
Qtr. 2: Overage for Grade	0	0	
Qtr. 3: Overage for Grade	0	0	
Qtr. 4: Overage for Grade	0	0	
BL: Office Referrals	0	0	
Qtr. 1: Office Referrals	0	0	
Qtr. 2: Office Referrals	0	0	
Qtr. 3: Office Referrals	0	0	
Qtr. 4: Office Referrals	0	0	
BL: Attendance below 90%	0	0	
Qtr. 1: Attendance below 90%	0	0	
Qtr. 2: Attendance below 90%	0	0	
Qtr. 3: Attendance below 90%	0	0	
Qtr. 4: Attendance below 90%	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	25	20	45

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System (EWS) indicators are used to determine school-wide trends which impact student achievement. These indicators become the focus on intervention efforts and strategies. The concerns are addressed through the PST process which includes the classroom teacher and parent involvement. The EWS is also discussed with the school leadership team and professional learning communities. A review of the EWS indicators is done quarterly. This enables PST and leadership team to determine if the intervention strategies are being successful or need to be re-addressed.

Strategies include specific Math/ELA targeted interventions at weekly sessions held during school-wide Wednesday enrichment/enhancement study hall. Students identified by EWS system as needing math and/or ELA intervention will be directed to spend their weekly study hall time with the appropriate intervention teacher. All math and ELA teachers will request passes for identified students to send these students to appropriate interventions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Hinson Middle School build positive relationships with families by hosting an Open House at the beginning of the school year. Open House allows parents to meet the teachers and learn about the curriculum and expectations for each class. Prior to the opening of school, families are invited to schedule pick-up where they can also receive bus schedules and other pertinent information for their child. The school also provides each family with a parent handbook regarding procedures and policies. The principal uses Connect Ed on a weekly basis to send out information to families and has implemented a school-wide text alert service to improve communication with parents and students. To build a consistent positive relationship and culture, Hinson Middle school is increasing social media presences on Instagram, Facebook, and Twitter The school newsletter and website are also used for the same purpose. Family Math Night and Family Reading Night will be offered to students and their parents to learn NGSSS and CCSS concepts and skills related to state standardized testing. Hinson is participating in the Dads' Drop-Off Day and breakfast to encourage family involvement. This year we have begun a working relationship with Embry Riddle Aeronautical University Air Force Reserve Officer's Training Corps. for a mentoring program with Hinson students.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has a volunteer coordinator that goes out into the community to solicit support. Some of our business partners support the school financially while others volunteer on committees. One of our business partners serves on the SAC. The school also supports the community by participating in community events like Beach Clean Up and a 5K Run for cancer awareness. The school also invites the community to school sponsored events like band, orchestra, and chorus concerts. The school participates in the local Chamber of Commerce. The Chamber recognizes teachers on a quarterly basis. The AFROTC from Embry Riddle has 10 cadets that come to Hinson Middle School weekly to provide mentoring opportunities to 30 students. They mentor students in the areas of respect, leadership and goal setting.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Jackson, Sue	Assistant Principal
Doster, Deborah	Teacher, K-12
French, Richard	Teacher, K-12
Myers, Michael	Teacher, K-12
Dickens, Ronnie	Assistant Principal
Goodwin, Jennifer	Assistant Principal
Kessler, Vicky	Teacher, K-12
Ritinski, Mary	Teacher, K-12
Hack, Angela	Teacher, K-12
Ouellette, Robert	Principal
Fink, Kristen	Teacher, K-12
Nehrig, Noel	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine instructional practices, priorities, and functions of other existing teams (e.g., Problem Solving Team, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Personnel: The leadership team consists of the principal, assistant principals, reading coach, SAC chairperson, Media specialist, and department chairs. This groups meets twice a month to review data, offer instructional support, discuss intervention strategies to insure student achievement.
 Resources: include professional development, PLC meetings (twice a month) to collaborate and plan instructional strategies for student success.
 Curriculum: All teachers implement the curriculum for their content area. Math and Language Arts are implementing new standards this year.
 Funds: Federal and state funds are allocated to the schools based on poverty level and student achievement. Funds are used to benefit students and increase achievement levels. School improvement funds are appropriated on a per pupil funding formula and distributed by the SAC through a voting process. SAC meets nines times throughout the school year.
 Problem Solving: The SIP is a data driven, living document. The SIP focuses on areas of need for

content and student achievement. The SAC looks for resources and solutions that are needed for student achievement.

School Advisory Council (SAC)

Membership:	
Name	Stakeholder Group
Albright, Craig	Parent
Cehaitli, Kellie	Parent
Coleman, Susan	Parent
Klayer, Anne	Parent
Krenzler, Linda/Doster, Deborah	Teacher
Okarski, Kristin	Parent
Noronha, Lorraine	Parent
Quay, Wimberly	Parent
Ramshaw, Leslie	Parent
Russo, Kathryn	Teacher
Tozer, Rebecca	Teacher
Zuckerman, Sherrie	Parent
Jackson, Susan Assistant Principal	Teacher
Buckholt, Stephanie/Blad, Deanna	Business/Community
Toliver, Michele	Parent
Allen, Courtney	Parent
Hack, Angela	Teacher
Harris, Julia	Parent
Ochipa, Ryan/Jennifer	Business/Community
Robinson, Valencia	Parent
Rowell, Linda	Parent
Nehrig, Noel	Teacher
Ouellette, Bob	Principal
Khorsandian, Kelly	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The results of the available 2015 standardized testing (EOCs) were shared with the leadership team, faculty, and school advisory council (SAC). The leadership team engaged their departments with Step Zero to review information and determine goals and strategies.

Development of this school improvement plan

The principal asked SAC for their in-put on the identified areas of focus and any other areas of need. SAC was in agreement with the direction the principal provided for the 2015 SIP. At the August meeting, SAC was presented with and discussed the goal and targets. The SIP will be shared with the SAC at the September meeting. At that time, the plan will be discussed, recommendations will be included, and the plan will be called for a vote. SAC will monitor the implementation of the SIP and participate in the mid-year and end-of- year review.

Preparation of the school's annual budget and plan

SAC was presented with the budget at the August meeting. The SAC budget will be used to support the SIP. At the September meeting, the SAC will discuss how they want to use the remaining funds and the process for how this will be handled.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC received a budget for the 2015 school year in May. Due to the school year ending, SAC voted to carry over the funds to the 2016 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ashton, Esther	Teacher, K-12
Dickens, Ronnie	Assistant Principal
Doster, Deborah	Teacher, K-12
French, Richard	Teacher, K-12
Goodwin, Jennifer	Assistant Principal
Jackson, Sue	Assistant Principal
Kessler, Vicky	Teacher, K-12
Myers, Michael	Teacher, K-12
Ritinski, Mary	Teacher, K-12
Nehrig, Noel	Teacher, K-12
Fink, Kristen	Teacher, K-12
Ouellette, Robert	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT include assisting the principal and administration in making decisions for the direction of the school. The LLT will also participate, and facilitate, teacher-led professional development. This process includes using data to determine instructional practices, discussing goals

and strategies for student achievement, and building consensus. The LLT will also be the primary source to monitor student progress.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's strategies to encourage positive working relationships between teachers include monthly faculty meetings, common planning, PLC's, and academic coaching. PLC time occurs during common planning time. One planning period week is dedicated to this process. Once a month teachers meet as a department to discuss school-wide information, review assessment data, and discuss best practices.

The other two weeks are used by teachers that teach the same subject and grade level to discuss curriculum issues, the curriculum map, and state standards.

Academic coaching is done by administrators during their walk-throughs. These short classroom visitations provide an opportunity for teachers to be praised or coached as needed. Academic coaches are used to enhance classroom practices by teachers in all subject areas.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits) Administration
2. Leadership Opportunities/Administration
3. Professional Development/Administration
4. PLC Activities/Teachers/Department Chairpersons/Administration
5. Participation in District Job Fair and Recruitment Activities/Administration
6. Teacher Recognition/PTA, Chamber of Commerce, Teacher of the Year Committee
7. Business Partner Support

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each first year teacher is supported with the Empowering Educator Excellence Program (E3). As a part of this program the beginning teacher receives a Peer Assistance Review (PAR) Teacher and PAR Evaluator. The PAR teacher is assigned by the District based on the area of certification(s). The PAR's assigned to the school are Mr. Ed Diniger (mentor) and Mr. Robert Voges (evaluator). The PAR teacher and evaluator work as a team to assist in the development of the beginning teacher. The PAR teacher regularly conducts classroom visits and informal observations and provides feedback based on the best practices for teaching. The PAR evaluator schedules observations and provides feedback on the Danielson Framework for Teaching. Each grade level administrator serves as the evaluator for the beginning teachers in their grade level. The school administrator/evaluator follows the steps outlined in the Volusia System for Empowering Teachers (VSET) and helps to develop the teacher's effectiveness. The school also holds meetings for teachers that are new to Hinson so they can become informed of school policies and procedures. The beginning teachers for the 2016 school year are: Stephanie Hildreth, Kelly Williams, Jacob Harper.

Second year teachers are also supported with the E3 program. However, they do not receive a the services of a PAR teacher/evaluator.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional program meets or exceeds the state requirements. The District creates curriculum maps and resources for all grade levels and content areas that aligned to state standards. The District also provides professional development on the implementation and use of these documents. Teacher teams then create formative and summative assessments that are aligned to these standards to monitor student achievement.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to group students into classes. Classes are differentiated by standardized testing results. Students needing supplemental instructional may be placed in gifted, advanced, co-taught, support facilitation, separate class, or the full-time ESE program. These classes will use instructional strategies based on the needs of their students. In addition, Intensive Reading and Math classes are offered for students, as identified by previous year's core teachers. Intensive Math is provided for students experiencing difficulty in this subject area. Data is analyzed and utilized in PLC's to guide instruction and trends in student performance. These classes provide academic support to help the students develop skills and understand concepts. PLCs or department meetings are used to address academic or behavior issues and/or recommend students to PST for intervention. Wednesday Enhancement time is used to provide support for students based on data from standardized tests, district and class assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

After school targeted interventions are made available in each of the 4 core subjects to students, as identified by teachers, for 10 hours of remediation.

Strategy Rationale

Small group targeted instruction can increase student achievement by allowing specific standards to be addressed allowing for mastery.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jackson, Sue, stjacks1@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student achievement on DIAs and EOCs will be analyzed to select student participants and gauge effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school works with feeder elementary schools to assist the incoming sixth graders with registration and becoming familiar with middle school requirements. Each spring parents of in-coming 6th graders are invited to an orientation to become familiar with the school. Prior to the beginning of the school year, the guidance department offers a program called Step Up to welcome the sixth graders to review expectations, dress code, and to tour the campus.

The eighth graders are invited to the high school showcase to learn about the various programs the high schools offer. The school will advertise the high school orientation schedule. Students meet with representatives of the different high schools to discuss their high school courses.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills. Every year, after standardized testing, students and parents participate in a course selection that exposes them to next year's curriculum to assist with course selection. In addition, all students will participate in the CHOICES program. Sixth grade will focus on learning styles and interest inventories. Seventh grade will use the interest inventory to identify career clusters. Eighth grade will use the career cluster and develop a four year educational plan. Students will also be invited to the high school showcase to help with academic planning.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and real-world application of skills and content. A focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Students do have the opportunity to earn industry certification (Microsoft Office) in the businesses classes and assist with computer repair on campus.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The subject areas integrate curriculum whenever possible within their subject area. This allows students the opportunity to explore a subject, theme, or interest through a multi-disciplinary approach. Career and technical classes enhance material covered in core classes. These classes incorporate core material into their lessons to make learning more relevant to the real world. One elective class is technology where the students are utilizing a STEM (science, technology, engineering, and mathematics) lab to expose students to possible career choices. The business/computer class offers a "Tech Squad" consisting of a group of 8th grade, advanced computer students that address some of the computer service requests. The Tech Squad has been trained by the teacher and district staff. Students are able to setup computers, complete basic projector repairs, provide documentation through the work order form, and determine whether or not the problem can be fixed on-site, or if the equipment needs to be brought back to the classroom repair bench.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers at Hinson Middle School are actively engaged in a meaningful professional development process, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers at Hinson Middle School are actively engaged in a meaningful professional development process, then student achievement will improve. 1a

G068818

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	66.0
Civics EOC Pass	70.0
FSA Mathematics - Achievement	65.0
Algebra I FSA EOC Pass Rate	100.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Talented teaching staff willing to share expertise. District personnel available to lead content specific professional development. School Improvement plan has available budget to provide training opportunities and materials. Volusia County System for Empowering Teachers (VSET) provides framework for individual teachers to seek professional development opportunities specific to raising their students' achievement. Empowering Excellence in Education (E3) program will receive additional support to develop effective teaching strategies in writing and math. Teachers will have the opportunity to participate in developing, leading, and implementing professional development.

Targeted Barriers to Achieving the Goal 3

- Time for teachers to implement new strategies for their content area. Teacher hesitance and motivation. Lack of district provided professional development curriculum. Lack of time to plan effective professional development. Lack of differentiated professional development opportunities.

Plan to Monitor Progress Toward G1. 8

Survey results from ERPD sessions.

Person Responsible

Sue Jackson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Has 50% of the faculty at Hinson used skills developed during ERPD EdCamp in their teaching practice? Has 50% of the faculty at Hinson connected with a colleague outside of his/her department through the EdCamp ERPD?

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers at Hinson Middle School are actively engaged in a meaningful professional development process, then student achievement will improve. **1**

 G068818

G1.B1 Time for teachers to implement new strategies for their content area. Teacher hesitation and motivation. Lack of district provided professional development curriculum. Lack of time to plan effective professional development. Lack of differentiated professional development opportunities. **2**

 B178821

G1.B1.S1 Scheduled and formal PLC meetings will provide learning opportunities for teachers to develop effective lesson and unit plans, engage in professional development, and implement new learning. **4**

 S190187

Strategy Rationale

PLCs provide time for teachers to collaborate and work together to plan and develop best practices and to disseminate new information within PLC group.

Action Step 1 **5**

All teachers within their departments will have PLC meetings (monthly) and PLC cohort collaboration (2x per month) to collaborate and develop best practices.

Person Responsible

Sue Jackson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agendas and minutes will be reviewed by administration for discussion with the departments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will review agendas of department and PLC meetings.

Person Responsible

Sue Jackson

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Administration will attend PLC meetings and Dept. Meetings (if possible) to monitor the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will conduct reflective discussions with departments on best practices.

Person Responsible

Sue Jackson


Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agendas and minutes are submitted to administration and the leadership team for review.

G1.B1.S2 Early Release Professional Development activities will incorporate teacher-initiated, teacher-facilitated, and teacher-selected professional development topics and sessions. 4

 S190188

Strategy Rationale

Teachers will participate meaningfully and substantively in professional learning when given the opportunity to participate in differentiated professional development based on areas of individual interest/need.

Action Step 1 5

ERPD design will be teacher-initiated, teacher-selected, and teacher-facilitated.

Person Responsible

Sue Jackson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Before each EdCamp ERPD, teachers will be polled for topics of interest. Session topics and utilization strategies will be compiled after ERPD. Teachers will report key ideas, websites, and implementation ideas from each of their EdCamp session. The following month, teachers will complete a survey where they indicate what they have learned from each session, how they have applied what was learned, and its impact on student achievement.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will solicit topic suggestions in advance of sessions and will attend sessions when possible.

Person Responsible

Sue Jackson

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Administrators will collect evidence from the individual ERPD sessions.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators will conduct observations, walk-throughs, and drop-ins to observe utilization of professional development topics.

Person Responsible

Robert Ouellette

Schedule

Quarterly, from 8/24/2015 to 6/16/2016

Evidence of Completion

VSET observation forms, drop-in notes, and walk-through evidence.

G1.B1.S3 District personnel will be included in launching and facilitating new professional development format and specific sessions. 4

 S190189

Strategy Rationale

District professional development personnel can offer expertise in broad topics and delivery style.

Action Step 1 5

Invite Meg Roa (PD Specialist) to facilitate and launch initial EdCamp-style ERPD session.

Person Responsible

Sue Jackson

Schedule

On 9/2/2015

Evidence of Completion

Collect spreadsheet of successful topics and key points in Sept 2, 2015 EdCamp style PD.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Leadership team will monitor for continued adherence to EdCamp style and will solicit input for future sessions.

Person Responsible

Sue Jackson

Schedule

Monthly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Survey responses on PD style and format, invitations to present topics solicited from all faculty.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Faculty surveys administered after ERPD.

Person Responsible

Robert Ouellette

Schedule

Monthly, from 10/7/2015 to 6/1/2016

Evidence of Completion

Teacher responses indicating use and implementation of ERPD learning topics in improvement of their practice.

G1.B1.S4 Investigate content specific training opportunities in core content specifically math/ElA. 4

S190190

Strategy Rationale

Professional development for core instructional staff should include strategies relevant to school-specific Math/ELA goals.

Action Step 1 5

Math/Reading/ELA leadership will be asked to investigate and provide specific professional development/training relevant to specific needs within department.

Person Responsible

Sue Jackson

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

LLT minutes, VLT and VMT scores

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administration will follow up with Leadership Team to develop any requested professional development.

Person Responsible

Sue Jackson

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

LLT minutes, ERPD surveys

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

ERPD surveys and implementation in classroom resulting in improved assessment scores.

Person Responsible

Sue Jackson

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

LLT minutes, teacher lesson plans, survey results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	All teachers within their departments will have PLC meetings (monthly) and PLC cohort collaboration (2x per month) to collaborate and develop best practices.	Jackson, Sue	8/24/2015	Agendas and minutes will be reviewed by administration for discussion with the departments.	6/9/2016 monthly
G1.B1.S2.A1	ERPD design will be teacher-initiated, teacher-selected, and teacher-facilitated.	Jackson, Sue	8/24/2015	Before each EdCamp ERPD, teachers will be polled for topics of interest. Session topics and utilization strategies will be compiled after ERPD. Teachers will report key ideas, websites, and implementation ideas from each of their EdCamp session. The following month, teachers will complete a survey where they indicate what they have learned from each session, how they have applied what was learned, and its impact on student achievement.	6/9/2016 monthly
G1.B1.S3.A1	Invite Meg Roa (PD Specialist) to facilitate and launch initial EdCamp-style ERPD session.	Jackson, Sue	8/24/2015	Collect spreadsheet of successful topics and key points in Sept 2, 2015 EdCamp style PD.	9/2/2015 one-time
G1.B1.S4.A1	Math/Reading/ELA leadership will be asked to investigate and provide specific professional development/training relevant to specific needs within department.	Jackson, Sue	10/1/2015	LLT minutes, VLT and VMT scores	5/31/2016 quarterly
G1.MA1	Survey results from ERPD sessions.	Jackson, Sue	8/24/2015	Has 50% of the faculty at Hinson used skills developed during ERPD EdCamp in their teaching practice? Has 50% of the faculty at Hinson connected with a colleague outside of his/her department through the EdCamp ERPD?	6/9/2016 monthly
G1.B1.S1.MA1	Administration will conduct reflective discussions with departments on best practices.	Jackson, Sue	8/24/2015	Agendas and minutes are submitted to administration and the leadership team for review.	6/9/2016 biweekly
G1.B1.S1.MA1	Administration will review agendas of department and PLC meetings.	Jackson, Sue	8/24/2015	Administration will attend PLC meetings and Dept. Meetings (if possible) to monitor the fidelity of implementation.	6/9/2016 biweekly
G1.B1.S2.MA1	Administrators will conduct observations, walk-throughs, and drop-	Ouellette, Robert	8/24/2015	VSET observation forms, drop-in notes, and walk-through evidence.	6/16/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	ins to observe utilization of professional development topics.				
G1.B1.S2.MA1	Administration will solicit topic suggestions in advance of sessions and will attend sessions when possible.	Jackson, Sue	8/24/2015	Administrators will collect evidence from the individual ERPD sessions.	6/9/2016 quarterly
G1.B1.S3.MA1	Faculty surveys administered after ERPD.	Ouellette, Robert	10/7/2015	Teacher responses indicating use and implementation of ERPD learning topics in improvement of their practice.	6/1/2016 monthly
G1.B1.S3.MA1	Leadership team will monitor for continued adherence to EdCamp style and will solicit input for future sessions.	Jackson, Sue	9/2/2015	Survey responses on PD style and format, invitations to present topics solicited from all faculty.	6/9/2016 monthly
G1.B1.S4.MA1	ERPD surveys and implementation in classroom resulting in improved assessment scores.	Jackson, Sue	10/1/2015	LLT minutes, teacher lesson plans, survey results	5/31/2016 quarterly
G1.B1.S4.MA1	Administration will follow up with Leadership Team to develop any requested professional development.	Jackson, Sue	10/1/2015	LLT minutes, ERPD surveys	5/31/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers at Hinson Middle School are actively engaged in a meaningful professional development process, then student achievement will improve.

G1.B1 Time for teachers to implement new strategies for their content area. Teacher hesitance and motivation. Lack of district provided professional development curriculum. Lack of time to plan effective professional development. Lack of differentiated professional development opportunities.

G1.B1.S2 Early Release Professional Development activities will incorporate teacher-initiated, teacher-facilitated, and teacher-selected professional development topics and sessions.

PD Opportunity 1

ERPD design will be teacher-initiated, teacher-selected, and teacher-facilitated.

Facilitator

All teachers/Susan Jackson

Participants

All teachers/ Susan Jackson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G1.B1.S3 District personnel will be included in launching and facilitating new professional development format and specific sessions.

PD Opportunity 1

Invite Meg Roa (PD Specialist) to facilitate and launch initial EdCamp-style ERPD session.

Facilitator

All Hinson teachers

Participants

All Hinson teachers

Schedule

On 9/2/2015

G1.B1.S4 Investigate content specific training opportunities in core content specifically math/ElA.

PD Opportunity 1

Math/Reading/ELA leadership will be asked to investigate and provide specific professional development/training relevant to specific needs within department.

Facilitator

Susan Jackson

Participants

All teachers

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	All teachers within their departments will have PLC meetings (monthly) and PLC cohort collaboration (2x per month) to collaborate and develop best practices.				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$900.00
			<i>Notes: Substitute teachers will be provided for math teachers to have a day of collaboration.</i>			
2	G1.B1.S2.A1	ERP design will be teacher-initiated, teacher-selected, and teacher-facilitated.				\$0.00
3	G1.B1.S3.A1	Invite Meg Roa (PD Specialist) to facilitate and launch initial EdCamp-style ERP session.				\$0.00
4	G1.B1.S4.A1	Math/Reading/ELA leadership will be asked to investigate and provide specific professional development/training relevant to specific needs within department.				\$0.00
					Total:	\$900.00