

Volusia County Schools

# David C. Hinson Sr. Middle School



2016-17 Schoolwide 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

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	57%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*\*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 is pending approval by the Volusia County School Board.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for David C. Hinson Sr. Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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 or they can go to the media center for study time as early as 8:00 AM.
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.

**c. 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.

**d. 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.

### 3. Early Warning Systems

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

**a. 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

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



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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	9	11	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	1	3	4	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	6	20	13	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	9	26	21	0	0	0	0	56
BL: Unweighted GPA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 1: Unweighted GPA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 2: Unweighted GPA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 3: Unweighted GPA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 4: Unweighted GPA	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 1: Overage for Grade	0	0	0	0	0	0	9	24	19	0	0	0	0	52
Qtr. 2: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 3: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 4: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Office Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 1: Office Referrals	0	0	0	0	0	0	10	29	26	0	0	0	0	65
Qtr. 2: Office Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 3: Office Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 4: Office Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 1: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 2: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 3: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr. 4: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	9	27	23	0	0	0	0	59

**c. 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 Thursday collaboration times. Students identified by EWS system as needing interventions will be directed to spend their weekly study hall time with the appropriate intervention teachers. All teachers will request passes for identified students to send these students to appropriate interventions times weekly.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

##### 1. PIP Link

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

##### 2. 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 as well as a Remind 101 connection. The school's newsletter and website are also used for the same purpose.

This year, Embry Riddle Aeronautical University Air Force Reserve Officer's Training Corps. cadets will tutor students at our daily morning study sessions before school.

### 2. 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 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 tutoring in all academic areas.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Susan	Assistant Principal
Dickens, Ronnie	Assistant Principal
Goodwin, Jennifer	Assistant Principal
Kessler, Vicky	Teacher, K-12
Ouellette, Robert	Principal
Gallagher, Lisa	
Nottingham, Dena	Teacher, K-12
Vetter, Joe	Teacher, K-12
Alday, Robin	Teacher, K-12
Copello, Matt	Teacher, K-12
Franks, Eugene	Teacher, ESE
Prather, David	Instructional Technology
Woods, Shontell	Instructional Coach

## b. Duties

### **1. 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

### **2. 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 nine 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Albright, Craig	Parent
Cehaitli, Kellie	Parent
Coleman, Susan	Parent
Klayer, Anne	Parent
Krenzler, Linda/Doster, Deborah	Teacher
Noronha, Lorraine	Parent
Quay, Wimberly	Parent
Russo, Kathryn	Teacher
Tozer, Rebecca	Teacher
Jackson, Susan Assistant Principal	Teacher
Harris, Julia	Parent
Ochipa, Ryan/Jennifer	Business/Community
Ouellette, Bob	Principal
Eugene Franks	Teacher
Patty Kraft	Parent
Juanita Thompson	Parent
Shawn Horsley	Parent
Lee John	Parent
Sue Macdonald	Parent
Janine Harris	Parent
Cathy Sumenko	Parent
Lisa Blair	Parent
Magday Fam	Parent
Janine Anderson	Parent
Valerie Duhl	Parent
Nicole Gillespe	Parent
Jahilia Wilson-Grady	Parent
Leigh Jones	Parent
Beverly Gadson	Teacher
Kim Adair	Parent
Juniata Tomlinson	Parent

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

The results of the available 2016 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.

**b. Development of this school improvement plan**

The principal asked SAC for their input on the identified areas of focus and any other areas of need. SAC was in agreement with the direction the principal provided for the 2016 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.

**c. 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.

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

SAC received a budget for the 2016 school year in May. Due to the school year ending, SAC voted to carry over the funds to the 2017 school year.

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

Yes

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

**3. Literacy Leadership Team (LLT)****a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ashton, Esther	Teacher, K-12
Dickens, Ronnie	Assistant Principal
Doster, Deborah	Teacher, K-12
Goodwin, Jennifer	Assistant Principal
Jackson, Susan	Assistant Principal
Kessler, Vicky	Teacher, K-12
Ouellette, Robert	Principal
Alday, Robin	Teacher, K-12
Copello, Matt	Teacher, K-12
Franks, Eugene	Teacher, ESE
Gallagher, Lisa	School Counselor
Nottingham, Dena	Teacher, K-12
Prather, David	Instructional Technology
Vetter, Joe	Teacher, K-12
Woods, Shontell	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

**D. Public and Collaborative Teaching**

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

**1. 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.

**2. 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

**3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. 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.

#### b. Instructional Strategies

**1. 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.

**2. 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:** Extended School Day

**Minutes added to school year:**

Interventions are made available in each of the 4 core subjects to students, as identified by teachers, for 3 hours of remediation per week.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Jackson, Susan, 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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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.

**b. College and Career Readiness**

**1. 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.

**2. 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.

**3. 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.

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

n/a

## **B. 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.

n/a

## **C. Strategic Goals**

## 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 Hinson Middle School meets the needs of their diverse student population through the implementation of standard-aligned instruction based on the instructional shifts in ELA/Literacy and Math, then student achievement will increase.

## Strategic Goals Detail

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

**G1.** If Hinson Middle School meets the needs of their diverse student population through the implementation of standard-aligned instruction based on the instructional shifts in ELA/Literacy and Math, then student achievement will increase. 1a

G083438

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	70.0
Attendance Below 90%	90.0
ELA/Reading Gains District Assessment	60.0
2+ Behavior Referrals	10.0
Math Gains District Assessment	72.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of Incentive Lack of PD on discipline and class management for grade level/departments  
 Lack of student engagement Lack of teacher buy in Lack of consistency Lack of knowledge of instructional shifts Instructional time Maintaining rigor Grade level meetings Communication

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CHAMPs training PL in ELA/Math shifts Effective PLCs District training on effective PLCs PBIS/World Follow up on Instructional Shifts training

**Plan to Monitor Progress Toward G1.** 8

VSET Walk through evidence of the use of Instructional Shifts in classrooms across all curriculum areas.

**Person Responsible**

Susan Jackson

**Schedule**

Monthly, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

Has 50+% of the faculty at Hinson used Instructional Shifts in their teaching practice? Has 50+% of the faculty at Hinson connected with a colleagues to collaborate on Instructional Shifts?

## 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 Hinson Middle School meets the needs of their diverse student population through the implementation of standard-aligned instruction based on the instructional shifts in ELA/Literacy and Math, then student achievement will increase. 1

G083438

**G1.B1** Lack of Incentive Lack of PD on discipline and class management for grade level/departments Lack of student engagement Lack of teacher buy in Lack of consistency Lack of knowledge of instructional shifts Instructional time Maintaining rigor Grade level meetings Communication 2

B221242

**G1.B1.S1** Provide initial training on what the Instructional Shifts and expectations are in ELA/Literacy and Math. 4

S233533

### Strategy Rationale

Providing instruction will clarify classroom strategies needed.

### Action Step 1 5

The Leadership Team will provide initial training on Instructional Shifts at our first ERPL session, August 31, 2016

#### Person Responsible

Susan Jackson

#### Schedule

Triannually, from 8/31/2016 to 12/7/2016

#### Evidence of Completion

VSET walkthroughs will provide evidence of Instructional Shift strategies being implemented in all classes.

### Action Step 2 5

Hold weekly Attendance and Behavior PST

#### Person Responsible

Susan Jackson

#### Schedule

Weekly, from 8/30/2016 to 5/23/2017

#### Evidence of Completion

We will run attendance and behavioral referral reports weekly then collaborate on strategies needing to be implemented with selected students.



### Action Step 3 5

CHAMPS collaboration sessions will be mandated for new teachers

**Person Responsible**

Susan Jackson

**Schedule**

Every 2 Months, from 8/31/2016 to 11/30/2016

**Evidence of Completion**

VSET walkthroughs will be conducted to collect evidence of CHAMPS strategies implemented.

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

VSET rubrics will be used to monitor fidelity of walkthroughs

**Person Responsible**

Susan Jackson

**Schedule**

Triannually, from 8/29/2016 to 12/7/2016

**Evidence of Completion**

VSET walkthroughs will provide evidence of monitoring the implementation of Shifts by teachers

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

PLC communication will be collected and discuss biweekly to determine the effects of continuing barriers

**Person Responsible**

Susan Jackson

**Schedule**

Biweekly, from 9/1/2016 to 5/5/2017

**Evidence of Completion**

List of barriers will decrease.

**G1.B1.S2** Teachers will provide students with regular practice of complex text through the HMH text, Close Reader, and Performance Assessment articles. Reading and ELA teachers will focus on reading, writing, and speaking skills that are grounded in text evidence to build student knowledge. 4

S233534

### Strategy Rationale

Through this practice, student achievement will increase.

### Action Step 1 5

The Reading and LA teachers will focus on using complex text with students.

#### Person Responsible

Robin Alday

#### Schedule

Daily, from 9/1/2016 to 5/26/2017

#### Evidence of Completion

Lesson plans will be monitored for use of complex text.

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

Walk throughs will be conducted by administration and academic coach

#### Person Responsible

Shontell Woods

#### Schedule

Biweekly, from 9/30/2016 to 5/5/2017

#### Evidence of Completion

Lesson plans and weekly activities in class will demonstrate use of complex text with students.

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

VSET evidence will demonstrate effective practices of using complex text

**Person Responsible**

Susan Jackson

**Schedule**

Quarterly, from 9/30/2016 to 5/12/2017

**Evidence of Completion**

VSET rubric and scoring

**G1.B1.S3** Math teachers will incorporate "number talks" into their classrooms to increase number sense. They will also be completing a book study on "How children succeed." 4

 S233535

**Strategy Rationale**

Students will become more familiar with standard-aligned instruction to increase their achievement.

**Action Step 1** 5

Math teachers will increase student number sense by incorporating "number talks" into class discussions

**Person Responsible**

Matt Copello

**Schedule**

Daily, from 9/30/2016 to 5/19/2017

**Evidence of Completion**

Discussion of this process and results will occur during PLCs

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

Walk throughs and coaching will occur biweekly

**Person Responsible**

Shontell Woods

**Schedule**

Biweekly, from 9/30/2016 to 5/5/2017

**Evidence of Completion**

Collection of VSET rubric evidence will support evidence of implementation

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

Teachers will document affects of number talks on student achievement and strategies from text read as group.

**Person Responsible**

Matt Copello

**Schedule**

Biweekly, from 9/19/2016 to 5/19/2017

**Evidence of Completion**

PLC minutes will indicate number talk strategies and outcomes as well as strategies learned and implemented from text, How Children Succeed.

**G1.B1.S4** Social Studies teachers will offer students text dependent questions that will focus on complex non-fiction document analysis requiring students to gather evidence from the text to support their answers. 4

S233536

### **Strategy Rationale**

Using these strategies will increase student achievement.

### **Action Step 1** 5

SS teachers will have student gather evidence from complex non-fiction text

#### **Person Responsible**

Joe Vetter

#### **Schedule**

Daily, from 9/30/2016 to 5/12/2017

#### **Evidence of Completion**

Monitoring and discussion on Lesson Plans during PLCs

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

Walkthroughs and coaching will be done by administration and academic coach

#### **Person Responsible**

Shontell Woods

#### **Schedule**

Biweekly, from 9/30/2016 to 5/19/2017

#### **Evidence of Completion**

Students will provided evidence from the text to support their answers

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

VSET rubric will be used to evaluate teaching strategies

**Person Responsible**

Susan Jackson

**Schedule**

Quarterly, from 9/30/2016 to 5/12/2017

**Evidence of Completion**

Teachers will ask text dependent questions.

**G1.B1.S5** Science teachers will increase use of rubrics in grading student projects, Keeley Probes, and SLCs to focus on text complexity. 4

 S233537

**Strategy Rationale**

Focusing on this shift will increase student achievement.

**Action Step 1 5**

Science teachers will increase their use of rubrics in scoring student assignments, use of Keeley Probes and SLCS to focus on text complexity.

**Person Responsible**

Vicky Kessler

**Schedule**

Daily, from 9/30/2016 to 5/12/2017

**Evidence of Completion**

Use and discussion of lesson plans and outcomes during PLCs

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Walk throughs and coaching by administration and academic coach

**Person Responsible**

Shontell Woods

**Schedule**

Biweekly, from 9/30/2016 to 5/12/2017

***Evidence of Completion***

Monitoring of activities in class to improve student achievement through complex text use



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S1.A3 A299455	CHAMPS collaboration sessions will be mandated for new teachers	Jackson, Susan	8/31/2016	VSET walkthroughs will be conducted to collect evidence of CHAMPS strategies implemented.	11/30/2016 every-2-months
G1.B1.S1.MA1 M303807	VSET rubrics will be used to monitor fidelity of walkthroughs	Jackson, Susan	8/29/2016	VSET walkthroughs will provide evidence of monitoring the implementation of Shifts by teachers	12/7/2016 triannually
G1.B1.S1.A1 A299453	The Leadership Team will provide initial training on Instructional Shifts at our first ERPL...	Jackson, Susan	8/31/2016	VSET walkthroughs will provide evidence of Instructional Shift strategies being implemented in all classes.	12/7/2016 triannually
G1.B1.S1.MA1 M303806	PLC communication will be collected and discuss biweekly to determine the effects of continuing...	Jackson, Susan	9/1/2016	List of barriers will decrease.	5/5/2017 biweekly
G1.B1.S2.MA1 M303809	Walk throughs will be conducted by administration and academic coach	Woods, Shontell	9/30/2016	Lesson plans and weekly activities in class will demonstrate use of complex text with students.	5/5/2017 biweekly
G1.B1.S3.MA1 M303811	Walk throughs and coaching will occur biweekly	Woods, Shontell	9/30/2016	Collection of VSET rubric evidence will support evidence of implementation	5/5/2017 biweekly
G1.B1.S2.MA1 M303808	VSET evidence will demonstrate effective practices of using complex text	Jackson, Susan	9/30/2016	VSET rubric and scoring	5/12/2017 quarterly
G1.B1.S4.MA1 M303812	VSET rubric will be used to evaluate teaching strategies	Jackson, Susan	9/30/2016	Teachers will ask text dependent questions.	5/12/2017 quarterly
G1.B1.S4.A1 A299458	SS teachers will have student gather evidence from complex non-fiction text	Vetter, Joe	9/30/2016	Monitoring and discussion on Lesson Plans during PLCs	5/12/2017 daily
G1.B1.S5.MA1 M303814	Walk throughs and coaching by administration and academic coach	Woods, Shontell	9/30/2016	Monitoring of activities in class to improve student achievement through complex text use	5/12/2017 biweekly
G1.B1.S5.A1 A299459	Science teachers will increase their use of rubrics in scoring student assignments, use of Keeley...	Kessler, Vicky	9/30/2016	Use and discussion of lesson plans and outcomes during PLCs	5/12/2017 daily
G1.B1.S3.MA1 M303810	Teachers will document affects of number talks on student achievement and strategies from text read...	Copello, Matt	9/19/2016	PLC minutes will indicate number talk strategies and outcomes as well as strategies learned and implemented from text, How Children Succeed.	5/19/2017 biweekly
G1.B1.S3.A1 A299457	Math teachers will increase student number sense by incorporating "number talks" into class...	Copello, Matt	9/30/2016	Discussion of this process and results will occur during PLCs	5/19/2017 daily
G1.B1.S4.MA1 M303813	Walkthroughs and coaching will be done by administration and academic coach	Woods, Shontell	9/30/2016	Students will provided evidence from the text to support their answers	5/19/2017 biweekly
G1.B1.S1.A2 A299454	Hold weekly Attendance and Behavior PST	Jackson, Susan	8/30/2016	We will run attendance and behavioral referral reports weekly then collaborate on strategies needing to be implemented with selected students.	5/23/2017 weekly
G1.MA1 M303815	VSET Walk through evidence of the use of Instructional Shifts in classrooms across all curriculum...	Jackson, Susan	8/29/2016	Has 50+% of the faculty at Hinson used Instructional Shifts in their teaching practice? Has 50+% of the faculty at Hinson connected with a colleagues to collaborate on Instructional Shifts?	5/26/2017 monthly
G1.B1.S2.A1 A299456	The Reading and LA teachers will focus on using complex text with students.	Alday, Robin	9/1/2016	Lesson plans will be monitored for use of complex text.	5/26/2017 daily

## V. Professional Development Opportunities

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

**G1.** If Hinson Middle School meets the needs of their diverse student population through the implementation of standard-aligned instruction based on the instructional shifts in ELA/Literacy and Math, then student achievement will increase.

**G1.B1** Lack of Incentive Lack of PD on discipline and class management for grade level/departments Lack of student engagement Lack of teacher buy in Lack of consistency Lack of knowledge of instructional shifts Instructional time Maintaining rigor Grade level meetings Communication

**G1.B1.S1** Provide initial training on what the Instructional Shifts and expectations are in ELA/Literacy and Math.

### **PD Opportunity 1**

The Leadership Team will provide initial training on Instructional Shifts at our first ERPL session, August 31, 2016

#### **Facilitator**

Hinson Leadership Team

#### **Participants**

All teachers at Hinson Middle School

#### **Schedule**

Triannually, from 8/31/2016 to 12/7/2016

### **PD Opportunity 2**

CHAMPS collaboration sessions will be mandated for new teachers

#### **Facilitator**

District CHAMPS trainer

#### **Participants**

New Teachers at Hinson Middle School

#### **Schedule**

Every 2 Months, from 8/31/2016 to 11/30/2016

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	The Leadership Team will provide initial training on Instructional Shifts at our first ERPL session, August 31, 2016	\$0.00
2	G1.B1.S1.A2	Hold weekly Attendance and Behavior PST	\$0.00
3	G1.B1.S1.A3	CHAMPS collaboration sessions will be mandated for new teachers	\$0.00
4	G1.B1.S2.A1	The Reading and LA teachers will focus on using complex text with students.	\$0.00
5	G1.B1.S3.A1	Math teachers will increase student number sense by incorporating "number talks" into class discussions	\$0.00
6	G1.B1.S4.A1	SS teachers will have student gather evidence from complex non-fiction text	\$0.00
7	G1.B1.S5.A1	Science teachers will increase their use of rubrics in scoring student assignments, use of Keeley Probes and SLCS to focus on text complexity.	\$0.00
<b>Total:</b>			<b>\$0.00</b>