

David C. Hinson Sr. Middle School



2017-18 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

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for David C. Hinson Sr. Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Through 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, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	11	16	13	0	0	0	0	40	
One or more suspensions	0	0	0	0	0	0	16	24	11	0	0	0	0	51	
Course failure in ELA or Math	0	0	0	0	0	0	19	29	20	0	0	0	0	68	
Level 1 on statewide assessment	0	0	0	0	0	0	26	36	29	0	0	0	0	91	
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	3	8	9	0	0	0	0	20	
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	0	0	0	0	0	0	0		
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	37	49	36	0	0	0	0	122	

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 PLC times. Students identified by EWS system as needing interventions will be directed to spend their weekly study hall time with the appropriate intervention teachers.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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.

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. In 2017-18 Hinson will have a STEAM day for parents and community member to come in and be with their children to do STEAM related activities in each of their classes. 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.

C. Effective Leadership

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
Ouellette, Robert	Principal
Nottingham, Dena	Teacher, K-12
Vetter, Joe	Teacher, K-12
Copello, Matt	Teacher, K-12
Franks, Eugene	Teacher, ESE
Prather, David	Instructional Technology
Woods, Shontell	Instructional Coach
Manis, Nita	Teacher, K-12
Phelps, Mindi	Teacher, K-12

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, academic 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Juanita Tomlinson	Education Support Employee
Noronha, Lorraine	Parent
Quay, Wimberly	Parent
Russo, Kathryn	Teacher
Tozer, Rebecca	Teacher
Jackson, Susan Assistant Principal	Teacher
Ochipa, Ryan/Jennifer	Business/Community
Ouellette, Bob	Principal
Franks, Eugene	Teacher
Patty Kraft	Parent
LaSherica Jefferies	Parent
Mary Beth Nichols	Parent
Mindi Phelps	Teacher
Irabeth Lee	Parent
Leslie Ramshaw	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2017 school year in May. Due to the school year ending, SAC voted to carry over the funds to the 2017-2018 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
Jackson, Susan	Assistant Principal
Ouellette, Robert	Principal
Copello, Matt	Teacher, K-12
Franks, Eugene	Teacher, ESE
Nottingham, Dena	Teacher, K-12
Prather, David	Instructional Technology
Vetter, Joe	Teacher, K-12
Woods, Shontell	Instructional Coach
Stevenson, Delecia	Assistant Principal
Manis, Nita	Teacher, K-12
Phelps, Mindi	Teacher, K-12

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Ms. Geigal (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: Abigail Crain, Misty Winslow, Kelley Lemon, Kevin Gaskill, Isabella Crimmins, Cristina Bryant

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

This year every teacher new to Hinson has been assigned a mentor (Veteran Teacher of Hinson).

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

Stevenson, Delecia, drsteven@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 with 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Hinson middle school implements standards based instruction aligned with the shifts in a cognitively engaging environment, then academic achievement will increase and student behavior will improve.

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 implements standards based instruction aligned with the shifts in a cognitively engaging environment, then academic achievement will increase and student behavior will improve. 1a

G099198

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
Civics EOC Pass	75.0
2+ Behavior Referrals	30.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistency of school wide policy, Lack of teacher efficacy, New teachers to Hinson, Sub Population response to behavior intervention, Lack of academic intervention, Lack of planning time for teachers,

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher handbook, Professional development, PLC, Curriculum Map, School level Mentor, TOA, Code of Conduct, Policy and procedures, Guidance, New CCP Schedule, Faculty Meetings, school ERPL, Common Planning, PLC, Learning Intentions and Success Criteria.

Plan to Monitor Progress Toward G1. 8

SIP Monitoring Progress

Person Responsible

Eugene Franks

Schedule

Quarterly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Updated CIMS

Plan to Monitor Progress Toward G1. 8

SIP end of the year review

Person Responsible

Eugene Franks

Schedule

Annually, from 8/17/2017 to 5/18/2018

Evidence of Completion

Update CIMS

Plan to Monitor Progress Toward G1. 8

SLT will meet biweekly to discuss pending concerns around the campus.

Person Responsible

Robert Ouellette

Schedule

Biweekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Sign in sheet, Minutes

Plan to Monitor Progress Toward G1. 8

Quarterly monitoring meeting will be held to discuss student progress and lower quartile learning gains.

Person Responsible

Susan Jackson

Schedule

Quarterly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Minutes, Feedback

Plan to Monitor Progress Toward G1. 8

Biweekly PLC meeting will be held to ensure all teachers are on the correct path to success and discuss any pending concerns in the classroom.

Person Responsible

Shontell Woods

Schedule

Biweekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Minutes, Agenda

Plan to Monitor Progress Toward G1. 8

Data walks will be conducted on a monthly basis by SLT feedback will be given as part of our "instruct up" initiative.

Person Responsible

Robert Ouellette

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Feedback, Discussion

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Hinson middle school implements standards based instruction aligned with the shifts in a cognitively engaging environment, then academic achievement will increase and student behavior will improve. **1**

 G099198

G1.B1 Lack of consistency of school wide policy, Lack of teacher efficacy, New teachers to Hinson, Sub Population response to behavior intervention, Lack of academic intervention, Lack of planning time for teachers, **2**

 B267076

G1.B1.S1 Teachers will focus on restorative practices using positive reinforcement tactics, care cash, and parental contact to implement a cooperative school climate. **4**

 S282960

Strategy Rationale

To increase student success and to decrease problematic behaviors. Restorative practices focus on the lower quartile of students.

Action Step 1 **5**

The use of care cash in the classroom for student redirection and positive reinforcement.

Person Responsible

Susan Jackson

Schedule

Daily, from 8/25/2017 to 5/25/2018

Evidence of Completion

Care cash hut in the cafeteria

Action Step 2 **5**

Being proactive and greeting students at the door to reduce tension between problematic behaviors before they start.

Person Responsible

Kemisha Rainge

Schedule

Daily, from 8/25/2017 to 5/25/2018

Evidence of Completion

teacher norms

Action Step 3 5

Teacher and parent communication to keep the integrity in discipline and keep parents in the know.

Person Responsible

Kemisha Rainge

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

teacher norms, decreased disciplinary issues

Action Step 4 5

All staff will ask "why" when misbehavior occurs to show caring

Person Responsible

Robert Ouellette

Schedule

On 5/31/2018

Evidence of Completion

Daily adherence of procedures by staff and administration.

Action Step 5 5

Implementation of TOA to assist with discipline and positive relationship building.

Person Responsible

Kemisha Rainge

Schedule

Daily, from 8/31/2017 to 5/31/2018

Evidence of Completion

Log Book with parental contacts

Action Step 6 5

Biweekly enrichment activities to enhance student learning and implement remediation practices for lower quartile students.

Person Responsible

Susan Jackson

Schedule

Biweekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

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

Academic coaches and administration will conduct learning walks to see if teachers are using restorative practices to reduce behaviors that could lead to referrals.

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Log book

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

Administration will complete a hall sweep after each bell to ensure teachers are greeting their students at the door and promoting a positive school culture.

Person Responsible

Robert Ouellette

Schedule

Daily, from 8/25/2017 to 5/25/2018

Evidence of Completion

Teacher norms

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

TOA teacher classroom survey

Person Responsible

Kemisha Rainge

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Data collection and feedback

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

Monthly agenda item represented on department meeting focusing on lower quartile and difficult students.

Person Responsible

Susan Jackson

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Agenda, Minutes

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

Teachers are using positive referrals and care cash is being distributed to student during class as a positive reinforcement.

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Student recognition

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

Completed classroom survey by each teacher to visit classrooms.

Person Responsible

Kemisha Rainge

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

TOA data compilation

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

Teacher mentor by veteran teacher leaders.

Person Responsible

Shontell Woods

Schedule

Weekly, from 8/25/2017 to 5/31/2018

Evidence of Completion

Meeting details and email print outs

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

Guidance and TOA meetings with individual students that may need additional assistance during CCP.

Person Responsible

Kemisha Rainge

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Discussion, Grade book check

G1.B1.S2 ELA and Math teachers will attend district level ERPL training with a focus on learning how to utilize the curriculum map with fidelity while applying literacy shifts embedded in rigorous text. Teacher will focus on learning gains during daily intervention. 4

S282961

Strategy Rationale

ELA and Math teachers will be able to implement differentiated teaching strategies into the classroom using various resources.

Action Step 1 5

Utilization of district ERPL cohorts

Person Responsible

Robert Ouellette

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Updated PD schedule

Action Step 2 5

Seek assistance from school resources to purchase Brain Pop and complex text to improve student learning.

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

receipts and documentation

Action Step 3 5

Math Teachers will incorporate “Number Talks” into classroom lesson plans to increase student number sense.

Person Responsible

Matt Copello

Schedule

Biweekly, from 8/25/2017 to 5/31/2018

Evidence of Completion

Lesson plans

Action Step 4 5

Teachers will focus on different learning strategies such as SLAM's, Soapstone, and Race to dig deeper into student learning.

Person Responsible

Joe Vetter

Schedule

Every 3 Weeks, from 8/25/2017 to 5/25/2018

Evidence of Completion

Grade book grades and data

Action Step 5 5

Each teacher per department will be collaborating with one another in PLC meetings to create a transparency of each ERPL that was attended during professional development

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Minutes

Action Step 6 5

Science teacher will incorporate at least one CPALMS lesson per month for best common pedagogical practice.

Person Responsible

Nita Manis

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Action Step 7 5

Utilization of daily intervention time embedded into the master schedule to assist with learning gains and enrichment for lower quartile.

Person Responsible

Susan Jackson

Schedule

Daily, from 8/31/2017 to 5/31/2018

Evidence of Completion

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

Review regularly scheduled ERPL dates to ensure attendance

Person Responsible

Robert Ouellette

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Sign In Sheet

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

Obtain qualitative/ anecdotal evidence from walk-throughs, PLC discussions and assessment data.

Person Responsible

Susan Jackson

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Student writing and reading samples

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

Academic coach will develop strategies to assist novice teachers and visit to ensure implementation.

Person Responsible

Shontell Woods

Schedule

Biweekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Log book and discussion data

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

Following the rotation of intervention time during the week to ensure success.

Person Responsible

Susan Jackson

Schedule

Daily, from 8/31/2017 to 5/31/2018

Evidence of Completion

Master Schedule, Daily posting of intervention period

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

Analyze data from ERPL and Professional development and utilize in the classroom

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Teacher learning walks and data

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

Teachers will be transparent with formative and summative assignments and grading with be dictated with rubrics and collaboration.

Person Responsible

Mindi Phelps

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Rubric

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

SLT will be responsible for meeting monthly and discussing pertaining issues that relate to observation in the classroom.

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Minutes

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

SLT will monitor success of intervention period on a weekly basis in department meetings

Person Responsible

Shontell Woods

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Agenda, Feedback

G1.B1.S3 Through the implementation on school-wide professional development based on John Hatties' Visible Learning For Teachers, all core and electives teachers will post learning intentions relevant to curriculum that focuses on success criteria to create a student-centered classroom learning environments. 4

 S282962

Strategy Rationale

Having true learning intentions will show each student what is expected to show growth.

Action Step 1 5

All department will incorporate learning intentions and success criteria as needed for the subject taught. All documentation must be visible for student to ensure success.

Person Responsible

Shontell Woods

Schedule

Daily, from 8/25/2017 to 5/25/2018

Evidence of Completion

Documentation on white board

Action Step 2 5

School wide book study of John Hattie's Visible Learning for Teachers with an emphasis on teacher collaboration, at the department level, with an emphasis on creating and using Learning Intentions and Success Criteria effectively.

Person Responsible

Robert Ouellette

Schedule

Monthly, from 8/25/2017 to 5/31/2018

Evidence of Completion

Sign in sheet and discussion data

Action Step 3 5

Math and ELA departments will be collaborating on ERPL to ensure coherence across grade levels.

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/25/2017 to 5/31/2018

Evidence of Completion

Sign in sheet and district training

Action Step 4 5

Learning walks will be implemented into the school day for department heads to visit new teachers classrooms and give positive feedback.

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Department head feedback

Action Step 5 5

Unannounced walk through by academic coach

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Data and feedback

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

Walk throughs and coaching will occur biweekly

Person Responsible

Shontell Woods

Schedule

Every 3 Weeks, from 8/25/2017 to 5/25/2018

Evidence of Completion

Collection of Data and Documented implementation

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

Unannounced administrative walk thru to ensure teachers are including the domains visibly.

Person Responsible

Robert Ouellette

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Documentation, feedback

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

Monthly faculty meeting to discuss parts of Hatte's book to ensure teacher transparency.

Person Responsible

Robert Ouellette

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Sign in sheet and participation

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

Collaboration between administration and teachers to implement correct learning strategies into each classroom

Person Responsible

Shontell Woods

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Feedback, documentation

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

Active discussion at faculty meetings and implementation in classrooms

Person Responsible

Robert Ouellette

Schedule


Monthly, from 8/31/2017 to 5/25/2018






Evidence of Completion

Feedback and Data compilation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M415030	SIP Monitoring Progress	Franks, Eugene	8/17/2017	Updated CIMS	5/18/2018 quarterly
G1.MA2 M415031	SIP end of the year review	Franks, Eugene	8/17/2017	Update CIMS	5/18/2018 annually
G1.B1.S2.MA1 M415017	Analyze data from ERPL and Professional development and utilize in the classroom	Woods, Shontell	8/17/2017	Teacher learning walks and data	5/18/2018 monthly
G1.B1.S2.MA1 M415021	Review regularly scheduled ERPL dates to ensure attendance	Ouellette, Robert	8/17/2017	Sign In Sheet	5/18/2018 monthly
G1.B1.S1.MA1 M415009	Teachers are using positive referrals and care cash is being distributed to student during class as...	Woods, Shontell	8/25/2017	Student recognition	5/25/2018 monthly
G1.B1.S1.MA1 M415013	Academic coaches and administration will conduct learning walks to see if teachers are using...	Woods, Shontell	8/25/2017	Log book	5/25/2018 monthly
G1.B1.S1.MA3 M415014	Administration will complete a hall sweep after each bell to ensure teachers are greeting their...	Ouellette, Robert	8/25/2017	Teacher norms	5/25/2018 daily
G1.B1.S1.A1 A381770	The use of care cash in the classroom for student redirection and positive reinforcement.	Jackson, Susan	8/25/2017	Care cash hut in the cafeteria	5/25/2018 daily
G1.B1.S1.A2 A381771	Being proactive and greeting students at the door to reduce tension between problematic behaviors...	Rainge, Kemisha	8/25/2017	teacher norms	5/25/2018 daily
G1.B1.S1.A3 A381772	Teacher and parent communication to keep the integrity in discipline and keep parents in the know.	Rainge, Kemisha	8/25/2017	teacher norms, decreased disciplinary issues	5/25/2018 weekly
G1.B1.S2.MA4 M415018	Teachers will be transparent with formative and summative assignments and grading with be dictated...	Phelps, Mindi	8/25/2017	Rubric	5/25/2018 monthly
G1.B1.S2.MA3 M415022	Obtain qualitative/ anecdotal evidence from walk-throughs, PLC discussions and assessment data.	Jackson, Susan	8/25/2017	Student writing and reading samples	5/25/2018 monthly
G1.B1.S2.A1 A381776	Utilization of district ERPL cohorts	Ouellette, Robert	8/25/2017	Updated PD schedule	5/25/2018 monthly
G1.B1.S2.A2 A381777	Seek assistance from school resources to purchase Brain Pop and complex text to improve student...	Woods, Shontell	8/25/2017	receipts and documentation	5/25/2018 monthly
G1.B1.S2.A4 A381779	Teachers will focus on different learning strategies such as SLAM's, Soapstone, and Race to dig...	Vetter, Joe	8/25/2017	Grade book grades and data	5/25/2018 every-3-weeks
G1.B1.S3.MA1 M415025	Collaboration between administration and teachers to implement correct learning strategies into...	Woods, Shontell	8/25/2017	Feedback, documentation	5/25/2018 monthly
G1.B1.S3.MA5 M415026	Active discussion at faculty meetings and implementation in classrooms	Ouellette, Robert	8/31/2017	Feedback and Data compilation	5/25/2018 monthly
G1.B1.S3.MA1 M415027	Walk throughs and coaching will occur biweekly	Woods, Shontell	8/25/2017	Collection of Data and Documented implementation	5/25/2018 every-3-weeks
G1.B1.S3.MA3 M415028	Unannounced administrative walk thru to ensure teachers are including the domains visibly.	Ouellette, Robert	8/25/2017	Documentation, feedback	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A1  A381783	All department will incorporate learning intentions and success criteria as needed for the subject...	Woods, Shontell	8/25/2017	Documentation on white board	5/25/2018 daily
G1.B1.S3.A4  A381786	Learning walks will be implemented into the school day for department heads to visit new teachers...	Woods, Shontell	8/31/2017	Department head feedback	5/25/2018 monthly
G1.B1.S3.A5  A381787	Unannounced walk through by academic coach	Woods, Shontell	8/25/2017	Data and feedback	5/25/2018 monthly
G1.MA3  M415032	SLT will meet biweekly to discuss pending concerns around the campus.	Ouellette, Robert	8/31/2017	Sign in sheet, Minutes	5/31/2018 biweekly
G1.MA4  M415033	Quarterly monitoring meeting will be held to discuss student progress and lower quartile learning...	Jackson, Susan	8/31/2017	Minutes, Feedback	5/31/2018 quarterly
G1.MA5  M415034	Biweekly PLC meeting will be held to ensure all teachers are on the correct path to success and...	Woods, Shontell	8/31/2017	Minutes, Agenda	5/31/2018 biweekly
G1.MA6  M415035	Data walks will be conducted on a monthly basis by SLT feedback will be given as part of our...	Ouellette, Robert	8/31/2017	Feedback, Discussion	5/31/2018 monthly
G1.B1.S1.MA5  M415010	Completed classroom survey by each teacher to visit classrooms.	Rainge, Kemisha	8/31/2017	TOA data compliation	5/31/2018 monthly
G1.B1.S1.MA6  M415011	Teacher mentor by veteran teacher leaders.	Woods, Shontell	8/25/2017	Meeting details and email print outs	5/31/2018 weekly
G1.B1.S1.MA8  M415012	Guidance and TOA meetings with individual students that may need additional assistance during CCP.	Rainge, Kemisha	8/31/2017	Discussion, Grade book check	5/31/2018 weekly
G1.B1.S1.MA4  M415015	TOA teacher classroom survey	Rainge, Kemisha	8/31/2017	Data collection and feedback	5/31/2018 monthly
G1.B1.S1.MA7  M415016	Monthly agenda item represented on department meeting focusing on lower quartile and difficult...	Jackson, Susan	8/31/2017	Agenda, Minutes	5/31/2018 monthly
G1.B1.S1.A4  A381773	All staff will ask "why" when misbehavior occurs to show caring	Ouellette, Robert	8/31/2017	Daily adherence of procedures by staff and administration.	5/31/2018 one-time
G1.B1.S1.A5  A381774	Implementation of TOA to assist with discipline and positive relationship building.	Rainge, Kemisha	8/31/2017	Log Book with parental contacts	5/31/2018 daily
G1.B1.S1.A6  A381775	Biweekly enrichment activities to enhance student learning and implement remediation practices for...	Jackson, Susan	8/31/2017		5/31/2018 biweekly
G1.B1.S2.MA6  M415019	SLT will be responsible for meeting monthly and discussing pertaining issues that relate to...	Woods, Shontell	8/31/2017	Minutes	5/31/2018 monthly
G1.B1.S2.MA8  M415020	SLT will monitor success of intervention period on a weekly basis in department meetings	Woods, Shontell	8/31/2017	Agenda, Feedback	5/31/2018 weekly
G1.B1.S2.MA5  M415023	Academic coach will develop strategies to assist novice teachers and visit to ensure implementation.	Woods, Shontell	8/31/2017	Log book and discussion data	5/31/2018 biweekly
G1.B1.S2.MA7  M415024	Following the rotation of intervention time during the week to ensure success.	Jackson, Susan	8/31/2017	Master Schedule, Daily posting of intervention period	5/31/2018 daily
G1.B1.S2.A3  A381778	Math Teachers will incorporate "Number Talks" into classroom lesson plans to increase student...	Copello, Matt	8/25/2017	Lesson plans	5/31/2018 biweekly
G1.B1.S2.A5  A381780	Each teacher per department will be collaborating with one another in PLC meetings to create a...	Woods, Shontell	8/31/2017	Minutes	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A6  A381781	Science teacher will incorporate at least one CPALMS lesson per month for best common pedagogical...	Manis, Nita	8/31/2017		5/31/2018 monthly
G1.B1.S2.A7  A381782	Utilization of daily intervention time embedded into the master schedule to assist with learning...	Jackson, Susan	8/31/2017		5/31/2018 daily
G1.B1.S3.MA4  M415029	Monthly faculty meeting to discuss parts of Hatte's book to ensure teacher transparency.	Ouellette, Robert	8/31/2017	Sign in sheet and participation	5/31/2018 monthly
G1.B1.S3.A2  A381784	School wide book study of John Hattie's Visible Learning for Teachers with an emphasis on teacher...	Ouellette, Robert	8/25/2017	Sign in sheet and discussion data	5/31/2018 monthly
G1.B1.S3.A3  A381785	Math and ELA departments will be collaborating on ERPL to ensure coherence across grade levels.	Woods, Shontell	8/25/2017	Sign in sheet and district training	5/31/2018 monthly

V. Professional Development Opportunities

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

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 use of care cash in the classroom for student redirection and positive reinforcement.	\$0.00
2	G1.B1.S1.A2	Being proactive and greeting students at the door to reduce tension between problematic behaviors before they start.	\$0.00
3	G1.B1.S1.A3	Teacher and parent communication to keep the integrity in discipline and keep parents in the know.	\$0.00
4	G1.B1.S1.A4	All staff will ask "why" when misbehavior occurs to show caring	\$0.00
5	G1.B1.S1.A5	Implementation of TOA to assist with discipline and positive relationship building.	\$0.00
6	G1.B1.S1.A6	Biweekly enrichment activities to enhance student learning and implement remediation practices for lower quartile students.	\$0.00
7	G1.B1.S2.A1	Utilization of district ERPL cohorts	\$0.00
8	G1.B1.S2.A2	Seek assistance from school resources to purchase Brain Pop and complex text to improve student learning.	\$0.00
9	G1.B1.S2.A3	Math Teachers will incorporate "Number Talks" into classroom lesson plans to increase student number sense.	\$0.00
10	G1.B1.S2.A4	Teachers will focus on different learning strategies such as SLAM's, Soapstone, and Race to dig deeper into student learning.	\$0.00
11	G1.B1.S2.A5	Each teacher per department will be collaborating with one another in PLC meetings to create a transparency of each ERPL that was attended during professional development	\$0.00
12	G1.B1.S2.A6	Science teacher will incorporate at least one CPALMS lesson per month for best common pedagogical practice.	\$0.00
13	G1.B1.S2.A7	Utilization of daily intervention time embedded into the master schedule to assist with learning gains and enrichment for lower quartile.	\$0.00
14	G1.B1.S3.A1	All department will incorporate learning intentions and success criteria as needed for the subject taught. All documentation must be visible for student to ensure success.	\$0.00
15	G1.B1.S3.A2	School wide book study of John Hattie's Visible Learning for Teachers with an emphasis on teacher collaboration, at the department level, with an emphasis on creating and using Learning Intentions and Success Criteria effectively.	\$0.00
16	G1.B1.S3.A3	Math and ELA departments will be collaborating on ERPL to ensure coherence across grade levels.	\$0.00
17	G1.B1.S3.A4	Learning walks will be implemented into the school day for department heads to visit new teachers classrooms and give positive feedback.	\$0.00
18	G1.B1.S3.A5	Unannounced walk through by academic coach	\$0.00
Total:			\$0.00