

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

Middle

Title I

No

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

33%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

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

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

School Environment

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

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

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

The school creates a safe environment for students by:

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

down, Bomb Threat, Fire Drill).

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

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

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

The school has developed a school-wide discipline plan titled CARE which is an acronym for Courtesy, Achievement, Responsibility, and Environment. This plan establishes the protocols for expected behavior at school. The consequences and rewards for behavior are also included. 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. 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 part-time school resource officer who assists the school with behavior issues.

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

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

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

Early Warning Systems

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

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

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

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

Course failure in English Language Arts or mathematics

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	16	13	13	42
One or more suspensions	28	47	29	104
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	33	63	47	143
BL: Unweighted GPA	0	0	0	
Qtr. 1: Unweighted GPA	0	0	0	
Qtr. 2: Unweighted GPA	0	0	0	
Qtr. 3: Unweighted GPA	0	0	0	
Qtr. 4: Unweighted GPA	0	0	0	
BL: Overage for Grade	0	0	0	
Qtr. 1: Overage for Grade	0	0	0	
Qtr. 2: Overage for Grade	0	0	0	
Qtr. 3: Overage for Grade	0	0	0	
Qtr. 4: Overage for Grade	0	0	0	
BL: Office Referrals	0	0	0	
Qtr. 1: Office Referrals	0	0	0	
Qtr. 2: Office Referrals	0	0	0	
Qtr. 3: Office Referrals	0	0	0	
Qtr. 4: Office Referrals	0	0	0	
BL: Attendance below 90%	0	0	0	
Qtr. 1: Attendance below 90%	0	0	0	
Qtr. 2: Attendance below 90%	0	0	0	
Qtr. 3: Attendance below 90%	0	0	0	
Qtr. 4: Attendance below 90%	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	25	20	34	79

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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Hinson Middle School build positive relationships with families by hosting an Open House at the beginning of the school year. Open House allows parents to meet the teachers and learn about the curriculum and expectations for each class. Prior to the opening of school, families are invited to schedule pick-up where they can also receive bus schedules and other pertinent information for their child. The school also provide 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. The school newsletter and website are also used for the same purpose. Family Math Night and Family Reading Night will be offered to students and their parents to learn NGSSS and CCSS concepts and skills related to state standardized testing.

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

The school has a volunteer coordinator that goes out into the community to solicit support. Some of our business partners support the school financially while others volunteer on committees. One of our business partners serves on the SAC. The school also supports the community by participating in community events like Beach Clean Up and a 5K Run for cancer awareness. The school also invites the community to school sponsored events like band, orchestra, and chorus concerts. The school participates in the local Chamber of Commerce. The Chamber recognizes teachers on a quarterly basis.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Jackson, Sue	Assistant Principal
Jones, Julian	Principal
Higle, Susan	Teacher, K-12
Ashton, Esther	Teacher, K-12
Doster, Deborah	Teacher, K-12
French, Richard	Teacher, K-12
Gallagher, Lisa	Guidance Counselor
Myers, Michael	Teacher, K-12
Peters, Jane	Instructional Media
Bishop, Linda	Teacher, K-12
Dickens, Ronnie	Assistant Principal
Goodwin, Jennifer	Assistant Principal
Kessler, Vicky	Teacher, K-12
Ritinski, Mary	Teacher, K-12
Gatz, Debbie	Teacher, K-12
Nottingham, Dena	Teacher, K-12

Duties

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

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

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

Personnel: The leadership team consists of the principal, assistant principals, reading coach, SAC chairperson, Media specialist, and department chairs. This groups meets twice a month to review data, offer instructional support, discuss intervention strategies to insure student achievement.
 Resources: include professional development, PLC meetings (twice a month) to collaborate and plan instructional strategies for student success.
 Curriculum: All teachers implement the curriculum for their content area. Math and Language Arts are implementing new standards this year.
 Funds: Federal and state funds are allocated to the schools based on poverty level and student

achievement. Funds are used to benefit students and increase achievement levels. School improvement funds are appropriated on a per pupil funding formula and distributed by the SAC through a voting process. SAC meets 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.

School Advisory Council (SAC)

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
Higle, Susan	Teacher
Hinson, Tonya	Parent
Huth, Char/Lurcock, Sue	Education Support Employee
Klayer, Anne	Parent
Krenzler, Linda/Doster, Deborah	Teacher
Okarski, Kristin	Parent
Noronha, Lorraine	Parent
Quay, Wimberly	Parent
Ramshaw, Leslie	Parent
Russo, Kathryn	Teacher
Tozer, Rebecca	Teacher
Zuckerman, Sherrie	Parent
Jones, Julian	Principal
Jackson, Susan Assistant Principal	Teacher
Buckholt, Stephanie/Blad, Deanna	Business/Community
Nipper, Tracy	Parent
Toliver, Michele	Parent

Duties

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

Evaluation of last year's school improvement plan

The results of the 2014 standardized testing 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. The principal also reviewed testing results with the SAC and sought their in-pu for direction.

Development of this school improvement plan

The principal presented the 2014 FCAT and testing data to SAC. As a part of this presentation the areas of focus for the 2014 SIP were presented and discussed. 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 2015 SIP. At the August meeting, SAC was presented with and discussed the (two) goals and targets. The SIP will be shared with the SAC at the September meeting. At that time, the plan will be discussed, recommendations will be included, and the plan will be called for a vote. SAC will monitor the implementation of the SIP and participate in the mid-year and end-of- year review.

Preparation of the school's annual budget and plan

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

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

SAC received a budget for the 2014 school year in May. Due to the school year ending, SAC voted to carry over the funds to the 2015 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ashton, Esther	Teacher, K-12
Bishop, Linda	Teacher, K-12
Dickens, Ronnie	Assistant Principal
Doster, Deborah	Teacher, K-12
French, Richard	Teacher, K-12
Gallagher, Lisa	Teacher, K-12
Goodwin, Jennifer	Assistant Principal
Higle, Susan	Teacher, K-12
Jackson, Sue	Assistant Principal
Jones, Julian	Principal
Kessler, Vicky	Teacher, K-12
Myers, Michael	Teacher, K-12
Peters, Jane	Instructional Media
D'Loughy, Leah	Instructional Coach
Ritinski, Mary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT include assisting the principal and administration in making decisions for the direction of the school. This process includes using data to determine instructional practices, discussing goals and strategies for student achievement, and building consensus. The LLT will also be the primary source to monitor student progress.

Public and Collaborative Teaching

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

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

The school's strategies to encourage positive working relationships between teachers include common planning, PLC's, and academic coaching. PLC time occurs during common planning time. One planning period week is dedicated to this process. Twice a month teachers meet as a department to discuss school-wide information, review assessment data, and discuss best practices. The other two weeks are used by teachers that teach the same subject and grade level to discuss curriculum issues, the curriculum map, and state standards.

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

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

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

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

Each first year teacher is supported with the Empowering Educator Excellence Program (E3). As a part of this program the beginning teacher receives a Peer Assistance Review (PAR) Teacher and PAR Evaluator. The PAR teacher is assigned by the District based on the area of certification(s). The PAR's assigned to the school are Mr. Ed Diniger (mentor) and Mr. Robert Voges (evaluator). The PAR teacher and evaluator work as a team to assist in the development of the beginning teacher. The PAR teacher regularly conducts classroom visits and informal observations and provides feedback based on the best practices for teaching. The PAR evaluator schedules observations and provides feedback on the Danielson Framework for Teaching. Each grade level administrator serves as the evaluator for the beginning teachers in their grade level. The school administrator/evaluator follows the steps outlined in the Volusia System for Empowering Teachers (VSET) and helps to develop the teacher's effectiveness. The school also holds meetings for teachers that are new to Hinson so they can become informed of school policies and procedures. The beginning teachers for the 2015 school year are: Clint Bagwell, Elizabeth Bing, Leah D'Loughy, Vicky Edamura, Kristen Fink, James Hubka, Ryan Mabry, Lisa Ratchford.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

The school uses data to group students into classes. Classes are differentiated by standardized testing results. Students needing supplemental instructional maybe 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 with an FCAT score of one. Intensive Math is provided for students with 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. PLC's or department meetings are used to address academic or behavior issues and/or recommend students to PST for intervention. Wednesday Enhancement time is used to provide support for students based on data from standardized tests, district and class assessments.

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

Strategy: Extended School Day

Minutes added to school year: 960

The teachers voted to use school recognition funds for a day of collaboration. Each department received funds for substitutes so the teachers could meet and analyze data, collaborate with colleagues to implement Florida Standards and best practices into their curriculum.

The District provides eight early release professional development sessions (two hours) devoted to the new ESE certification requirement and allow school to develop professional development based on the needs of the school.

The school has developed a program to prepare students for the writing portion of the English Language Arts standardized test and the Algebra I EOC. These programs are provided prior to the students taking the test. Language Arts teachers identify students that need additional support (at all levels of performance) to provide specific instruction on the skills needed to succeed. The Math teachers provide two half-day review sessions to all students enrolled in Algebra I to practice and reinforce the skills and concepts learned throughout the year.

Wednesday Enhancement or WE Time occurs on a weekly basis to provide time for teachers and students to remediate skills and concepts in all classes and to provide enrichment activities for students that are in advanced classes. Students are provided opportunities for retaking assessments, and support services for writing and math skills are offered.

Strategy Rationale

Providing time and funding for teachers to collaborate on developing best practices to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jones, Julian, jfjones@volusia.k12.fl.us

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

Each department chair collaborates with their teachers and develops an agenda specific to the needs of their department. Following the day of collaboration, the department chairperson submits minutes explaining how the time was used and the benefit to the teachers within the department.

The District conducts follow up surveys to determine the effectiveness of the early release professional development sessions.

The Language Arts and Math teachers use the results from standardized testing and Algebra I EOC.

The administration and guidance counselors will be collecting data from mid-term reports and report cards. It will also be tracked to see if there is a decrease in the number of students attending Odyssey Lab for remediation.

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

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

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

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

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

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

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

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

NA

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.** All teachers will collaborate to implement a rigorous curriculum with high expectations through differentiated instruction to meet the needs of their students.

Strategic Goals Detail

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

G1. All teachers will collaborate to implement a rigorous curriculum with high expectations through differentiated instruction to meet the needs of their students. 1a

G039691

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
Math Lowest 25% Gains	25.0

Resources Available to Support the Goal 2

- Teachers that have previously taught the curriculum to serve as a resource or mentor teacher to new teachers in their department. The language arts and math department have teachers that are experienced with the standardized testing expectations that can help new teachers within their department. PLC meetings and Day(s) of Collaboration provide opportunities for teachers to plan and develop strategies to increase student achievement in writing and math. Empowering Excellence in Education (E3) program will receive additional support to develop effective teaching strategies in writing and math. Teachers will have the opportunity to participate in professional development.

Targeted Barriers to Achieving the Goal 3

- Lack of availability of extended time with math skills and concepts for low performing students. Teachers that are new to the department and/or grade level curriculum. Time for teachers to plan. Students' past performance. Low socio-economic status. Student attendance, behavior, and motivation. Parent motivation. Writing across the content areas imbedded in the curriculum. Lack of a common vocabulary between language arts teachers and content area teachers and using rubrics with students to guide writing in all content areas, and fidelity in scoring writing assignments. Student barriers include low level readers with limited vocabulary, student overuse of technology (formal vs. informal writing), student lack of exposure to expository, argumentative, and technical writing. The language arts department does not have a vertically aligned and articulated writing plan.

Plan to Monitor Progress Toward G1. 8

Hinson will place in the 65th percentile statewide for performance as measured by the ELA Florida Standards Test (FSA) and 25th percentile for students scoring in the lowest quartile in mathematics as measured by the FSA.

Person Responsible

Sue Jackson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

State Standardized testing results for 2014-2015.

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. All teachers will collaborate to implement a rigorous curriculum with high expectations through differentiated instruction to meet the needs of their students. **1**

 G039691

G1.B1 Lack of availability of extended time with math skills and concepts for low performing students. Teachers that are new to the department and/or grade level curriculum. Time for teachers to plan. Students' past performance. Low socio-economic status. Student attendance, behavior, and motivation. Parent motivation. Writing across the content areas imbedded in the curriculum. Lack of a common vocabulary between language arts teachers and content area teachers and using rubrics with students to guide writing in all content areas, and fidelity in scoring writing assignments. Student barriers include low level readers with limited vocabulary, student overuse of technology (formal vs. informal writing), student lack of exposure to expository, argumentative, and technical writing. The language arts department does not have a vertically aligned and articulated writing plan. **2**

 B127861

G1.B1.S1 Intensive math class will be provided for students with difficulty in math, as identified with an FCAT performance level of one. **4**

 S140522

Strategy Rationale

Additional math support should provide achievement gain through extended time with skills and concepts.

Action Step 1 **5**

Modify schedules for students with performance level of one as measured by 2013-2104 FCAT to reflect an additional math class.

Person Responsible

Sue Jackson

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

2014-2105 master schedule

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

Student progress will be monitored through attendance records, teacher observations, formative/summative assessments, District Assessments, Interim Reports, Report Cards, and State Standardized testing.

Person Responsible

Debbie Gatz

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student assessment data will be recorded, analyzed, and interpreted by math teacher(s).

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

Data from formative/summative assessments, District Assessments, and teacher observation will be utilized to address student needs and modify instruction to improve performance.

Person Responsible

Debbie Gatz


Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data from student assessments and teacher observations will be used as evidence.

G1.B1.S2 PLC meetings and Day(s) of Collaboration will provide learning opportunities for teachers new to the school or grade level curriculum to develop effective lesson and unit plans. 4

 S140823

Strategy Rationale

PLC and Day(s) of Collaboration provide time for teachers to collaborate and work together to plan and develop best practices.

Action Step 1 5

The language arts and math departments will have PLC meetings (biweekly) and Day(s) of Collaboration (semi-annually) to collaborate and develop best practices.

Person Responsible

Sue Jackson

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

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

Administration will review agendas, minutes, lesson plans, and unit plans to have reflective discussions with the departments.

Person Responsible

Sue Jackson

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administration will attend PLC meetings and Day(s) of Collaboration (if possible) to monitor the fidelity of implementation.

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

Administration will conduct reflective discussions with departments on best practices.

Person Responsible

Sue Jackson


Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

G1.B1.S3 High performing math students will be selected by math teachers, guidance counselor, and administration to serve as peer tutors in math classes. 4

 S140825

Strategy Rationale

High achieving math students will provide an opportunity for students having difficulty in math to receive additional support.

Action Step 1 5

During the first quarter of the school year high performing math students will be selected and serve as peer tutors.

Person Responsible

Sue Jackson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Students selected will have their schedules reflect service as a peer tutor.

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

The performance of peer tutors will be reviewed each quarter. Grades for students receiving tutoring will also be monitored.

Person Responsible

Sue Jackson

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher observation, student grades and progress, formative/summative data will be used to monitor tutor effectiveness. Meetings with math department chairperson will be utilized to make adjustments as necessary for barriers to tutor effectiveness.

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

A review of the use of peer tutors will take place to determine whether the students have been effective.

Person Responsible

Sue Jackson


Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

The math department will evaluate the program and decide whether the program was effective for low achieving math students.

G1.B1.S4 Hinson Middle School will develop a common language for writing to be used with all subject areas. **4**

 S140828

Strategy Rationale

It is important that all teachers are using the same language across the content areas to develop student writing skills and expectations.

Action Step 1 **5**

The reading coach will meet with the language arts department chairperson and social studies chairperson to begin the process of developing a common writing language that can be used across the content areas.

Person Responsible

Leah D'Loughy

Schedule

On 10/17/2014

Evidence of Completion

A copy of the agenda and minutes will be used as evidence. Information from the collaboration time will be shared with department chairpersons.

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

The reading coach will be the common link as common practices are shared with the other content area department chairpersons to be used as they implement the writing process with their students.

Person Responsible

Leah D'Loughy

Schedule

Quarterly, from 10/21/2014 to 6/5/2015

Evidence of Completion

Copies of agendas and minutes will be shared with administration and the leadership team. Results will be discussed at leadership meetings.

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

Writing prompts, text dependent writing, and essays along with teacher observation will be used to monitor effectiveness.

Person Responsible

Leah D'Loughy

Schedule

Quarterly, from 10/21/2014 to 6/5/2015

Evidence of Completion

Student writing samples along with teacher discussions will be used to review the effectiveness of a common writing language.

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

Writing prompts, text dependent writing, and essays along with teacher observation will be used to monitor effectiveness.

Person Responsible

Leah D'Loughy

Schedule

Quarterly, from 10/21/2014 to 6/5/2015

Evidence of Completion

Student writing samples along with teacher discussions will be used to review the effectiveness of a common writing language.

G1.B1.S5 Teachers will collaborate to score student writing samples. 4

S140846

Strategy Rationale

Teachers will collaborate to align their scores on student writing samples across the grade levels in an effort to create inter-rater reliability.

Action Step 1 5

Teachers will collaborate and evaluate student writing samples across the grade levels.

Person Responsible

Esther Ashton

Schedule

Semiannually, from 10/21/2014 to 6/5/2015

Evidence of Completion

Student writing samples will be scored more consistently between and across the grade levels.

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

Language arts teachers will discuss and evaluate student writing samples.

Person Responsible

Esther Ashton

Schedule

Semiannually, from 10/21/2014 to 6/5/2015

Evidence of Completion

Agenda and minutes will be used as evidence as well as student writing samples.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Inter-rater reliability will be examined through teacher discussion and examination of discrepancies of writing sample scores.

Person Responsible

Esther Ashton


Schedule

Semiannually, from 10/21/2014 to 6/5/2015

Evidence of Completion

Agenda and minutes as well as student writing samples be used as evidence.

G1.B1.S6 Hinson will host a family curriculum night to familiarize parents with the expectations and standards for state testing. The school will be seeking business partner and community support for this program. 4

 S140849

Strategy Rationale

Parents need to be familiar with the requirements for standardized testing.

Action Step 1 5

Hinson Middle School will host a family curriculum night. All parents will be invited but there will be focus on attendance for Early Warning System (EWS) students and students in the lower math quartile.

Person Responsible

Sue Jackson

Schedule

Monthly, from 10/21/2014 to 2/5/2015

Evidence of Completion

Agendas, minutes, notes, invitations, and documentation of planning will serve as evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Department chairpersons will be responsible for planning their content area participation.

Person Responsible

Sue Jackson

Schedule

Monthly, from 10/21/2014 to 2/5/2015

Evidence of Completion

Administration will oversee the development of each department's participation through leadership and PLC meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

A evaluation of the family math night will take place after the event to determine its effectiveness.

Person Responsible

Sue Jackson

Schedule

On 2/26/2015

Evidence of Completion

A discussion with departments and leadership team will take place after the event to determine whether the family curriculum night was effective. Revisions will be discussed for implementation the 2016 school year.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Modify schedules for students with performance level of one as measured by 2013-2104 FCAT to reflect an additional math class.	Jackson, Sue	8/18/2014	2014-2105 master schedule	6/5/2015 daily
G1.B1.S2.A1	The language arts and math departments will have PLC meetings (biweekly) and Day(s) of Collaboration (semi-annually) to collaborate and develop best practices.	Jackson, Sue	8/18/2014	Agendas and minutes will be reviewed by administration for discussion with the departments.	6/5/2015 biweekly
G1.B1.S3.A1	During the first quarter of the school year high performing math students will be selected and serve as peer tutors.	Jackson, Sue	8/18/2014	Students selected will have their schedules reflect service as a peer tutor.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A1	The reading coach will meet with the language arts department chairperson and social studies chairperson to begin the process of developing a common writing language that can be used across the content areas.	D'Loughy, Leah	8/18/2014	A copy of the agenda and minutes will be used as evidence. Information from the collaboration time will be shared with department chairpersons.	10/17/2014 one-time
G1.B1.S5.A1	Teachers will collaborate and evaluate student writing samples across the grade levels.	Ashton, Esther	10/21/2014	Student writing samples will be scored more consistently between and across the grade levels.	6/5/2015 semiannually
G1.B1.S6.A1	Hinson Middle School will host a family curriculum night. All parents will be invited but there will be focus on attendance for Early Warning System (EWS) students and students in the lower math quartile.	Jackson, Sue	10/21/2014	Agendas, minutes, notes, invitations, and documentation of planning will serve as evidence.	2/5/2015 monthly
G1.MA1	Hinson will place in the 65th percentile statewide for performance as measured by the ELA Florida Standards Test (FSA) and 25th percentile for students scoring in the lowest quartile in mathematics as measured by the FSA.	Jackson, Sue	8/18/2014	State Standardized testing results for 2014-2015.	6/5/2015 monthly
G1.B1.S1.MA1	Data from formative/summative assessments, District Assessments, and teacher observation will be utilized to address student needs and modify instruction to improve performance.	Gatz, Debbie	8/18/2014	Data from student assessments and teacher observations will be used as evidence.	6/5/2015 biweekly
G1.B1.S1.MA1	Student progress will be monitored through attendance records, teacher observations, formative/summative assessments, District Assessments, Interim Reports, Report Cards, and State Standardized testing.	Gatz, Debbie	8/18/2014	Student assessment data will be recorded, analyzed, and interpreted by math teacher(s).	6/5/2015 monthly
G1.B1.S2.MA1	Administration will conduct reflective discussions with departments on best practices.	Jackson, Sue	8/18/2014	Agendas and minutes are submitted to administration and the leadership team for review.	6/5/2015 biweekly
G1.B1.S2.MA1	Administration will review agendas, minutes, lesson plans, and unit plans to have reflective discussions with the departments.	Jackson, Sue	8/18/2014	Administration will attend PLC meetings and Day(s) of Collaboration (if possible) to monitor the fidelity of implementation.	6/5/2015 biweekly
G1.B1.S3.MA1	A review of the use of peer tutors will take place to determine whether the students have been effective.	Jackson, Sue	8/18/2014	The math department will evaluate the program and decide whether the program was effective for low achieving math students.	6/5/2015 annually
G1.B1.S3.MA1	The performance of peer tutors will be reviewed each quarter. Grades for students receiving tutoring will also be monitored.	Jackson, Sue	8/18/2014	Teacher observation, student grades and progress, formative/summative data will be used to monitor tutor effectiveness. Meetings with math department chairperson will be utilized to make adjustments as necessary for barriers to tutor effectiveness.	6/5/2015 quarterly
G1.B1.S4.MA1	Writing prompts, text dependent writing, and essays along with teacher observation will be used to monitor effectiveness.	D'Loughy, Leah	10/21/2014	Student writing samples along with teacher discussions will be used to review the effectiveness of a common writing language.	6/5/2015 quarterly
G1.B1.S4.MA1	Writing prompts, text dependent writing, and essays along with teacher observation will be used to monitor effectiveness.	D'Loughy, Leah	10/21/2014	Student writing samples along with teacher discussions will be used to review the effectiveness of a common writing language.	6/5/2015 quarterly
G1.B1.S4.MA1	The reading coach will be the common link as common practices are shared with the other content area department chairpersons to be used as they	D'Loughy, Leah	10/21/2014	Copies of agendas and minutes will be shared with administration and the leadership team. Results will be discussed at leadership meetings.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implement the writing process with their students.				
G1.B1.S5.MA1	Inter-rater reliability will be examined through teacher discussion and examination of discrepancies of writing sample scores.	Ashton, Esther	10/21/2014	Agenda and minutes as well as student writing samples be used as evidence.	6/5/2015 semiannually
G1.B1.S5.MA1	Language arts teachers will discuss and evaluate student writing samples.	Ashton, Esther	10/21/2014	Agenda and minutes will be used as evidence as well as student writing samples.	6/5/2015 semiannually
G1.B1.S6.MA1	A evaluation of the family math night will take place after the event to determine its effectiveness.	Jackson, Sue	1/22/2015	A discussion with departments and leadership team will take place after the event to determine whether the family curriculum night was effective. Revisions will be discussed for implementation the 2016 school year.	2/26/2015 one-time
G1.B1.S6.MA1	Department chairpersons will be responsible for planning their content area participation.	Jackson, Sue	10/21/2014	Administration will oversee the development of each department's participation through leadership and PLC meeting minutes.	2/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will collaborate to implement a rigorous curriculum with high expectations through differentiated instruction to meet the needs of their students.	1,800
Grand Total	1,800

Goal 1: All teachers will collaborate to implement a rigorous curriculum with high expectations through differentiated instruction to meet the needs of their students.

Description	Source	Total
B1.S2.A1 - Substitute teachers will be provided for math teachers to have a day of collaboration.	School Improvement Funds	900
B1.S4.A1 - Substitutes will be provided for language arts and social studies department chairpersons to develop a common writing language.	School Improvement Funds	200
B1.S5.A1 - Substitute teachers for language arts teachers to have a day of collaboration.	School Improvement Funds	700
Total Goal 1		1,800