Volusia County Schools

David C. Hinson Sr. Middle School

2021-22 Schoolwide Improvement Plan

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David C. Hinson Sr. Middle School

1860 N CLYDE MORRIS BLVD, Daytona Beach, FL 32117

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

Demographics

Principal: William Dunnigan

Start Date for this Principal: 8/5/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (63%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	60%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

David C. Hinson Middle School will ignite a passion for learning in all students to be productive citizens.

Provide the school's vision statement.

David C. Hinson Middle School will create life-long learners prepared for an ever-changing global society.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Dunnigan, William	Principal	Oversees administrative staff and acts as instructional leader for David C. Hinson Middle school. Facilitates management of resources (human and other) as well as facilities management and operations of the school on a daily basis.
Fulcher, Katherine	Assistant Principal	Conducts discipline for 6th grade class, oversees 6th grade guidance, zone variance, 6th grade lunch supervision, gifted/504 6th grade students, curriculum/data coordinator/program of studies, SIP/SAC administrator, and testing coordinator for the school.
Stevenson, Delecia	Assistant Principal	Discipline for ESE grades 6-8, guidance grade 7, zone variances ESE grades 6-8, 7th grade lunch supervision, gifted/504 grade 7 students, ESE coordinator, blood borne pathogens/Right To Know, Transportation contact, summer school coordinator, faculty meeting coordinator, substitutes, new teacher contact, staff/student recognition/marquee, ESE Teacher/electives evaluations, and 504 contact.
Smith, William	Assistant Principal	Conducts discipline for 8th grade class, oversees 8th grade guidance, zone variance, 8th grade lunch supervision, gifted/504 8th grade students, curriculum/data coordinator/program of studies, and property supervisor for the school.
Byrd, Ruth	Teacher, K-12	Language Arts Department Head
Crain, Abigail	Teacher, K-12	SAC Committee Head and Science Department Head
Myers, Michael	Teacher, K-12	Math Department Head
Binford, Erika	Teacher, K-12	Social Studies Department Head
Griggs, Cassandra	Instructional Coach	

Demographic Information

Principal start date

Thursday 8/5/2021, William Dunnigan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
60

Total number of students enrolled at the school
998

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	349	342	293	0	0	0	0	984
Attendance below 90 percent	0	0	0	0	0	0	54	57	48	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	18	35	14	0	0	0	0	67
Course failure in Math	0	0	0	0	0	0	18	22	20	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	82	88	69	0	0	0	0	239
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	86	111	78	0	0	0	0	275
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	42	53	34	0	0	0	0	129

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	16	8	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	4	8	4	0	0	0	0	16

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	287	257	304	0	0	0	0	848
Attendance below 90 percent	0	0	0	0	0	0	25	24	32	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	23	33	36	0	0	0	0	92
Course failure in ELA	0	0	0	0	0	0	17	30	51	0	0	0	0	98
Course failure in Math	0	0	0	0	0	0	26	35	62	0	0	0	0	123
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	46	57	0	0	0	0	151
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	43	52	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	42	64	0	0	0	0	149

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	4	7	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	3	4	3	0	0	0	0	10

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	287	257	304	0	0	0	0	848
Attendance below 90 percent	0	0	0	0	0	0	25	24	32	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	23	33	36	0	0	0	0	92
Course failure in ELA	0	0	0	0	0	0	17	30	51	0	0	0	0	98
Course failure in Math	0	0	0	0	0	0	26	35	62	0	0	0	0	123
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	46	57	0	0	0	0	151
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	43	52	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	42	64	0	0	0	0	149

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	4	7	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	3	4	3	0	0	0	0	10

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	51%	54%	58%	51%	53%
ELA Learning Gains				52%	51%	54%	56%	53%	54%
ELA Lowest 25th Percentile				47%	42%	47%	45%	43%	47%
Math Achievement				63%	54%	58%	65%	54%	58%
Math Learning Gains				54%	51%	57%	60%	55%	57%
Math Lowest 25th Percentile				47%	42%	51%	53%	46%	51%
Science Achievement				63%	58%	51%	70%	61%	52%
Social Studies Achievement				80%	71%	72%	74%	69%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	50%	3%	54%	-1%
Cohort Comparison						
07	2021					
	2019	52%	47%	5%	52%	0%
Cohort Comparison		-53%				
08	2021					
	2019	50%	50%	0%	56%	-6%
Cohort Comparison		-52%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	57%	48%	9%	55%	2%
Cohort Comparison						
07	2021					
	2019	61%	47%	14%	54%	7%
Cohort Comparison		-57%				
08	2021					
	2019	39%	29%	10%	46%	-7%
Cohort Comparison		-61%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	62%	57%	5%	48%	14%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	77%	68%	9%	71%	6%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	90%	54%	36%	61%	29%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	55%	36%	57%	34%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

6th -8th Grade
ELA - DIA 1-3, VLT 1-3
Math - DIA 1-5; Algebra 1 - DIA 1-6; Geometry DIA 1-5

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	529/25	474/34	269/9
	Economically Disadvantaged	343/20	299/28	165/7
	Students With Disabilities	60/7	51/8	34/0
	English Language Learners	14/21	11/9	7/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	524/31	505/15	165/43
	Economically Disadvantaged	339/24	321/11	88/36
	Students With Disabilities	64/14	69/0	5/20
	English Language Learners	14/14	12/0	1/0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	413/32	392/41	223/30
	Economically Disadvantaged	263/26	242/35	137/23
	Students With Disabilities	50/2	40/10	24/0
	English Language Learners	35/26	33/27	20/25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	357/25	258/22	83/65
	Economically Disadvantaged	225/18	153/14	35/57
	Students With Disabilities	43/2	24/0	0/0
	English Language Learners	32/13	15/13	5/80
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	373/59	401/58	825/51
	Economically Disadvantaged	231/52	245/53	505/45
	Students With Disabilities	37/32	48/19	89/30
	English Language Learners	29/45	33/36	60/37

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	466/38	466/45	270/27
	Economically Disadvantaged	261/31	256/37	148/18
	Students With Disabilities	64/8	65/12	41/15
	English Language Learners	10/20	11/27	7/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	437/19	234/31	313/39
	Economically Disadvantaged	250/14	100/22	162/27
	Students With Disabilities	72/6	3/33	38/11
	English Language Learners	14/21	4/0	9/22
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	477/65	528/49	549/69
	Economically Disadvantaged	274/60	293/41	305/62
	Students With Disabilities	79/46	74/38	83/53
	English Language Learners	13/54	14/29	16/44

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	18	28	16	22	40	29	23	32			
ELL	28	48	70	33	50	33		47			
ASN	77	66		81	63		89	93	87		
BLK	32	30	15	33	40	35	47	63	68		
HSP	26	38	36	35	41	33	33	33			
MUL	61	56		56	50	18	56		59		
WHT	55	49	26	59	41	26	57	76	76		
FRL	40	39	23	44	40	29	43	64	63		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	19	42	43	31	46	40	22	50			
ELL	42	65	54	63	61		33				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	78	65		89	66		89	76	83		
BLK	35	46	47	44	50	42	41	70	65		
HSP	39	49	57	44	52	40	36	83			
MUL	45	50	53	60	57	65	57	75	90		
WHT	57	53	47	69	54	49	72	83	77		
FRL	39	48	47	53	51	45	51	75	64		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	44	42	29	47	49	38	42			
ELL	30	38	27	53	48						
ASN	76	70	42	88	70		84	82	93		
BLK	41	49	43	44	54	46	47	60	78		
HSP	56	58	47	57	57	59	53	54	100		
MUL	49	48	31	55	55	47	77	69	82		
WHT	63	58	49	71	61	55	77	81	85		
FRL	46	51	44	54	56	48	55	65	79		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Declining performance for students with SWD and African American students in Ela, Math and Science

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

• SMT's which are cumulative are more aligned with the FSA
• DIA's which are administered more frequently and assess fewer benchmarks
• FSA and EOC's which are our state assessment

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

• attendance
• personnel shortage
• Volusia Live
• On-line learning
• schedules changes
• students transitioning between learning platforms

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

• ELA which only decreased by 2 points
• Middle School acceleration only decreased by 1 point
• Math achievement improvement: 44% to 54% percent for SWDs
• Science achievement improvement 41% to 47% for African Americans

What were the contributing factors to this improvement? What new actions did your school take in this area?

• Certified teachers, PLCs who shared best teaching practices, teacher collaboration
• Appropriate student placements, consistent staff, recruitment, and retention.
• Continuum of ESE services,
• Focus on remediation, increase use in technology, personalized plans for ESE, data chats within each

What strategies will need to be implemented in order to accelerate learning?

• Remediation and Enrichment -Cane Time
• Intensive Math
• Differentiated Instruction
• Data Drivin
• Academic Coach
• Common Planning
• WICOR from the AVID program for identified students in 6th grade

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Monday, September 20th- Professional Development Day @ Hinson MS
3 hours – Meeting the Diverse Needs of Students
3 hours- Professional Learning Communities (PLC's)

Early Release (ER) Professional Learning, 3:30pm-5:00pm
September 29th – District- Teacher Clarity: Success Criteria
Oct. 20th - School-Based- Dr. Chester Wilson- Equity and Inclusion
Oct. 27th- District - ESE ASPECTS Training
Nov. 10th – District- Oracle
Dec. 8th School-Based- WICOR
Jan 12th- School-Based- ESE- Back-to-Basics
Jan. 26th- District- Diversity
Feb. 16th- TBD
Week of Feb 28th- March 4th- State Test Training

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

• District Curriculum Specialist and Resource Teachers
• VE Mild Program Specialist
• Academic Coach
• Learning Walks
• Walk-throughs

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our analysis of our needs assessment outlined the decrease in Hinson's ELA department proficiency levels within our Students With Disabilities (SWD) and African-American (AA) Lower-Quartile subgroups. Our SWD LQ subgroup decreased 41% (58%-17%) and our AA LQ subgroup decreased 35% (50%-15%).
Measurable Outcome:	Increase ELA Levels by the following: - SWD LQ Subgroups from 17% to 59%. - AA LQ Subgroups from 15% to 51%.
Monitoring:	Areas of focused will be measured in the following ways - Quarterly Learning Walks with a focus on teacher clarity - Quarterly DIA Reviews - Weekly PLC's for SWD & AA subgroup data reviews - Utilize stocktake assessment practices review
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Timely interventions and remediation options 2. Formative and Summative Evaluations 3. Reading Program (Achieve 3000) 4. Teacher Clarity Program 5. WICOR strategies from AVID program for identified students in grade 6
Rationale for Evidence-based Strategy:	The purpose of implementing the three outline strategies above is to increase student achievement within our LQ subgroups in both SWD and AA subgroups. Following Hattie's Visible Learning theory, the recorded effect size below will support our three evidence-based strategies. 1. Timely Interventions for ESE students (.77) 2. Formative Evaluations (.68) 3. Reading Programs (.60) In addition, evidence for ESSA recognized Achieve 3000 for demonstrating strong evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29. 4. Teacher Clarity (.75) 5. WICOR strategies that include organization strategies, note-taking skills (.50), testing taking strategies (.30), and general support.

Action Steps to Implement

1. The principal will present the school data that reflects ELA, specifically the lowest quartile, as an area of need and therefore, a priority.

Person Responsible William Dunnigan (wrdunnig@volusia.k12.fl.us)

2. Provide professional development to ESE and Core teachers in the area of collaborative practices and planning for students in this subgroup, and in inclusive instructional and intervention practices for all students. Additionally, reading teachers will be trained in Achieve 3000 for the immediate implementation this year.

Person Responsible [no one identified]

3. Conduct monthly progress monitoring of ESE, ELL, and intervention practices in conjunction with the ESE department.

Person Responsible Delecia Stevenson (drsteven@volusia.k12.fl.us)

4. The Reading Department PLC will assess and review data on a weekly basis to drive instruction, review groupings, and plan interventions.

Person Responsible [no one identified]

5. Continuation of the New Teacher Support program.

Person Responsible Delecia Stevenson (drsteven@volusia.k12.fl.us)

6. The administration will conduct learning walks and provide timely feedback on instructional strategies herein to teachers.

Person Responsible Katherine Fulcher (ksfulche@volusia.k12.fl.us)

7. Implementation of District's Lead Mentor Program.

Person Responsible William Smith (wtsmith1@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our analysis of our needs assessment outlined the decrease in Hinson's Math department proficiency levels within our Students With Disabilities (SWD) and African-American (AA) Lower-Quartile subgroups. Our SWD LQ subgroup decreased 32% (61%-29%) and our AA LQ subgroup decreased 9% (44%-35%).
Measurable Outcome:	Increase Math Levels by the following: - SWD LQ Subgroups from 29% to 62%. - AA LQ Subgroups from 35% to 45%.
Monitoring:	Areas of focused will be measured in the following ways - Quarterly Learning Walks with a focus on teacher clarity - Quarterly DIA Reviews - Weekly PLC's for SWD & AA subgroup data reviews - Utilize stocktake assessment practices review
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Timely interventions and Remediation/Acceleration options (Cane Time & Generation Genius) 2. Formative and Summative Evaluations 3. Intensive Math Course 4. Teacher Clarity 5. WICOR strategies from AVID program for identified students in grade 6
Rationale for Evidence-based Strategy:	The purpose of implementing the three outline strategies above is to increase student achievement within our LQ subgroups in both SWD and AA subgroups. Following Hattie's Visible Learning theory, the recorded effect size below will support our three evidence-based strategies. 1. Timely Interventions for ESE students (.77) 2. Formative Evaluations (.68) 3. Math Programs (.49) 4. Teacher Clarity (.75) 5. WICOR strategies that include organization strategies, note-taking skills (.50), testing taking strategies (.30), and general support.

Action Steps to Implement

1. The principal will present the school data that reflects Math, specifically the lowest quartile, as an area of need and therefore, a priority.

Person Responsible William Dunnigan (wrdunnig@volusia.k12.fl.us)

2. Provide professional development to ESE and Core teachers in the area of collaborative practices and planning for students in this subgroup, and in inclusive instructional and intervention practices for all students. Additionally, intensive math teacher(s) will be supported by district staff that designed the programs.

Person Responsible Delecia Stevenson (drsteven@volusia.k12.fl.us)

3. Conduct monthly progress monitoring of ESE, ELL, and intervention practices in conjunction with the ESE department.

Person Responsible Delecia Stevenson (drsteven@volusia.k12.fl.us)

4. The Math Department PLC will assess and review data on a weekly basis to drive instruction, review groupings, and plan interventions.

Person Responsible Michael Myers (mfmyers@volusia.k12.fl.us)

5. Continuation of the New Teacher Support program.

Person Responsible Delecia Stevenson (drsteven@volusia.k12.fl.us)

6. The administration will conduct learning walks and provide timely feedback on instructional strategies herein to teachers.

Person Responsible William Smith (wtsmith1@volusia.k12.fl.us)

7. Implementation of District's Lead Mentor Program.

Person Responsible William Smith (wtsmith1@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our analysis of our needs assessment outlined the decrease in Hinson's Science department proficiency levels within our Students With Disabilities (SWD) subgroups. Our SWD LQ subgroup decreased 18% (72%-54%).
Measurable Outcome:	Increase Science Levels by the following: - SWD LQ Subgroups from 54% to 73%.
Monitoring:	Areas of focused will be measured in the following ways - Quarterly Learning Walks with a focus on teacher clarity - Quarterly DIA Reviews - Weekly PLC's for SWD subgroup data reviews - Utilize stocktake assessment practices review
Person responsible for monitoring outcome:	Abigail Crain (acrain@volusia.k12.fl.us)
Evidence-based Strategy:	1. Timely interventions and Remediation/Acceleration options (Cane Time & Generation Genius) 2. Formative and Summative Evaluations 3. Generation Genius Science Program 4. Teacher Clarity Practices 5. WICOR strategies from AVID program for identified students in grade 6
Rationale for Evidence-based Strategy:	The purpose of implementing the three outline strategies above is to increase student achievement within our LQ subgroups in SWD subgroup. Following Hattie's Visible Learning theory, the recorded effect size below will support our three evidence-based strategies. 1. Timely Interventions for ESE students (.77) 2. Formative Evaluations (.68) 3. Science Programs (.48) 4. Teacher Clarity (.75) 5. WICOR strategies that include organization strategies, note-taking skills (.50), testing taking strategies (.30), and general support.

Action Steps to Implement

1. The principal will present the school data that reflects Science, specifically the lowest quartile, as an area of need and therefore, a priority.

Person Responsible William Dunnigan (wrdunnig@volusia.k12.fl.us)

2. Provide professional development to ESE and Core teachers in the area of collaborative practices and planning for students in this subgroup, and in inclusive instructional and intervention practices for all students. Additionally, intensive math teacher(s) will be supported by district staff that designed the programs.

Person Responsible Delecia Stevenson (drsteven@volusia.k12.fl.us)

3. Conduct monthly progress monitoring of ESE, ELL, and intervention practices in conjunction with the ESE department.

Person Responsible Delecia Stevenson (drsteven@volusia.k12.fl.us)

4. The Science Department PLC will assess and review data on a weekly basis to drive instruction, review groupings, and plan interventions.

Person Responsible Abigail Crain (acrain@volusia.k12.fl.us)

5. Continuation of the New Teacher Support program.

Person Responsible Delecia Stevenson (drsteven@volusia.k12.fl.us)

6. The administration will conduct learning walks and provide timely feedback on instructional strategies herein to teachers.

Person Responsible William Dunnigan (wrdunnig@volusia.k12.fl.us)

7. Implementation of District's Lead Mentor Program.

Person Responsible William Smith (wtsmith1@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After comparing our school's SESIR incident and discipline data to other schools within Florida, we have determined fighting as our area of concern. This was ranked as very high. Our school plans to reduce these incidents are as follows:

Our school will-
1. The implementation of the League of Mentors Program for students with high incidents of fighting
2. Students with high levels of fighting/suspension will be involved in a re-entry meeting
3. Train and refresh teachers of the Restorative practice strategies
4. Administrators will focus on proper coding of referrals
5. Counselors can teach conflict resolution to students

Our teachers will-
1. Assist with supervision at beginning and end of school day in addition to during class changes.
2. Utilize de-escalation strategies within the classroom
3. Monitor potential disagreements and communications between students to eliminate future occurs

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

David C. Hinson's school community will provide a safe, healthy, and supportive environment. Mr. Case, Dean of Student Relations, develops community partnerships to further student participation in the community. National Junior Honor Society and the Student Government Association volunteers in the community to increase positive awareness of the school. Stakeholders are invited to be part of the Parent-Teacher Association and School
Advisory Council. Promoting social media sites will be a priority this year, the entire school community will be involved in this effort.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The school-based leadership team assesses and identifies school needs and resources (both material and personnel) through data analysis. Areas of focus are prioritized and a school improvement plan built, which includes academic and behavioral support that aligns with needs and resources. Strength and specialization are considered to assign functions teams such as Problem Solving Team, Behavioral Leadership Team, and Professional Learning Communities. Funds, services, and programs are distributed according to areas of focus and the overall school improvement efforts. The Problem Solving process (problem identification, analysis of the problem, intervention implementation, and response to intervention) is used as the way of work of all teams. Adherence to the Problem Solving process ensures that individual, class-wide and school-wide issues are addressed systematically to ensure allocation of resources and personnel have the highest impact on student achievement.

The school offers students elective courses in art, criminal justice, STEM, digital literacy critical thinking, music, business, and culinary. Many of these courses focus on job skills and help to develop a work ethic that is necessary for successful future employment. Each year, students and parents participate in course selection that exposes them to the following year's curriculum that assists in future course selections. Students have the option to participate in a CHOICE program. Sixth-graders will focus on learning styles and interest inventories. Seventh graders will use the inventories to identify career clusters. Eighth-graders will use the career clusters to develop a four-year educational/career plan. Students will also be invited to the high school showcase to help with academic planning. Seventh-grade students attend a STEM day at Embry Riddle University to encourage science, technology, engineering, robotics, and mathematics.