Hamlin Elementary

2022-23 Schoolwide Improvement Plan

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Hamlin Elementary

16145 SILVER GROVE BOULEVARD, Winter Garden, FL 34787

[no web address on file]

Demographics

Principal: Angela Murphy Osborn

Start Date for this Principal: 2/8/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	16%
2021-22 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 White Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
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 was approved by the Orange County School Board on 1/24/2023.

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	16%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

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

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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. 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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Murphy Osborne, Angela	Principal	Dr. Angela Murphy-Osborne, Principal: Dr. Osborne provides guidance for the leadership team and ensures all aspects of the school are functioning as effectively as possible. Through her leadership, the team is able to make decisions about students and then determine and implement best practices based on the needs of the students. Dr. Osborne also ensures that the team is implementing common planning effectively and she provides opportunities for professional development. Additionally, Dr. Osborne conducts classroom walkthroughs daily.
Bellamy, Jordan	Curriculum Resource Teacher	Ms. Jordan Bellamy, Curriculum Resource Teacher (CRT): Ms. Bellamy provides various resources to the staff and parents. She also analyzes data with teachers and researches scientifically-based curriculum and intervention programs. She collaborates with the instructional coaches to assess students early and ensure that interventions are in place. She also ensures that teachers have the necessary data to make informed decisions about students.
Hohman, Amy	Instructional Media	Mrs. Amy Hohman, Media Specialist: Mrs. Hohman teaches information literacy skills, promotes reading motivation and strategies in the Media Center. She also works with teachers during common planning to help with standards-based instruction. She works with coaches and teachers to help build on reading resources available to the students and teachers. Additionally, Mrs. Hohman is our school's ADDitions Coordinator.
Olszewski, Allison	Instructional Coach	Mrs. Allison Olszewski, Instructional Coach: Mrs. Olszewski provides research-based suggestions for instruction while modeling lessons for teachers. She also supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Additionally, Mrs. Olszewski oversees and participates in common planning.
Pierce, Kim	Staffing Specialist	Mrs. Kimberly Pierce, Staffing Specialist: Mrs. Pierce supports the MTSS process by scheduling MTSS meetings and working with the school psychologist to identify specific student needs and assisting with Tier 3 interventions. Mrs. Pierce continues to support parents in the process of understanding the data. She also conducts all staffing meetings.

Demographic Information

Principal start date
Tuesday 2/8/2022, Angela Murphy Osborn

Number of teachers with a 2022 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.*

7

Number of teachers with a 2022 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.*

4

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

605

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

41

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	100	90	102	111	113	89	0	0	0	0	0	0	0	605
Attendance below 90 percent	4	13	10	16	11	9	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	3	4	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	4	3	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	3	0	0	0	0	0	0	0	6

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/25/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents with a substantial reading deficiency	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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		56%	56%					57%	57%
ELA Learning Gains								58%	58%
ELA Lowest 25th Percentile								52%	53%
Math Achievement		46%	50%					63%	63%
Math Learning Gains								61%	62%
Math Lowest 25th Percentile								48%	51%
Science Achievement		61%	59%					56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

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?

According to data from our two feeder schools, Whispering Oak and Water Spring, one consistent trend is low gains for students with disabilities (SWD). At both schools, most students with disability were below grade level and made the least amount of gains. In 2021, an average of 43% of SWD scored on grade level at both schools.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on FSA data, the greatest need for improvement is ELA overall proficiency, as well as proficiency for students with disabilities (SWD). In 2021, an average of 43% of SWD scored on grade level at both schools

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

When Hamlin Elementary opens this school year, we will provide differentiated support through small group instruction to meet the needs of students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math proficiency showed the most improvement from 2021-2022. Both feeder schools showed a 9% gain in math proficiency on FSA from 21-22.

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

Hamlin Elementary opened for the 22-23 school year.

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

Coaches and paraprofessionals will push into classrooms to work with small groups daily. This will allow for a greater number of students to meet in a targeted small group. Small groups will be fluid and allow teachers to target the specific needs of all students.

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.

This year, one key professional development focus will be the BEST standards. Teachers will need to learn all components of the standards so they can teach to the depth and extent of the new standards in order to increase proficiency in ELA and maintain proficiency in math.

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

Teachers will participate in common planning to collaborate, identify grade-level trends, and plan rigorous standards-based lessons. Teachers will also complete peer observations in order to improve practice and increase collaboration. Additionally, teachers will receive continual feedback.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student achievement will improve when we focus on ELA proficiency. In 2021-2022, 76% of students at our feeder schools, Whispering Oak and Water Spring, were proficient in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2022-2023, ELA scores will increase to 78% proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will conduct classroom walkthroughs to ensure teachers are differentiating instruction and have targeted instruction. The instructional coach will participate in the Professional Learning Communities (PLC) to assist and monitor the planning process.
Person responsible for monitoring outcome:	Allison Olszewski (allison.olszewski@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	All teachers will participate in PLCs weekly and plan lessons collaboratively and focus on the new BEST Standards. In these PLC groups, teachers will plan using strategies aligned with the benchmarks.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	PLCs will help build capacity amongst the staff. The teachers will review the standards and reflect on data, as well as the impact of strategies that were implemented. Teachers can also collaborate to determine any needed changes for future instruction. Complex texts are also chosen based on the needs of the students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will meet with teachers to determine planning teams and discuss roles and expectations.

Person Responsible	Angela Murphy Osborne (angela.murphy-osborne@ocps.net)

The leadership team will provide professional development to teachers on ELA strategies, as well as the new BEST standards. The team will discuss how to find varying levels of complex texts to target the needs of all
students in response to ESSA outcomes regarding students with disabilities.

Person Responsible	Allison Olszewski (allison.olszewski@ocps.net)

Coaches will model ELA lessons in classrooms.

Person Responsible	Allison Olszewski (allison.olszewski@ocps.net)

Teachers will complete peer observations to observe reading strategies and differentiated instruction.

Person Responsible	Allison Olszewski (allison.olszewski@ocps.net)

The leadership team and teacher leaders will offer professional development based on teacher feedback and requests after peer observations on reading strategies and best practices in reading.

Person Responsible   Angela Murphy Osborne (angela.murphy-osborne@ocps.net)

Coaches will provide updates on common planning progress at leadership team meetings and provide ongoing, differentiated support to teachers.

Person Responsible   Allison Olszewski (allison.olszewski@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Hamlin Elementary strives to establish a positive school culture and climate. Hamlin uses the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success.
Below are some strategies being implemented by our SEL team:
- Student and staff recognition to be incorporated each week
- Include monthly team-building days
- SEL strategies are included in our school newsletter from our counselor
- Incorporate staff development opportunities on cultural diversity and responsiveness
- Monthly core values and social skills to help build a positive school culture
- Utilize diverse children's books and multimedia materials to increase the representation of underserved populations

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

The school leadership team collaborates with students, staff, and families, through processes such as the School Advisory Council, to reflect on the implementation of our social-emotional learning program at school. The development of positive culture and environment is further enhanced through school-based opportunities focused on building capacity in families to support continuous school improvement and student success. Hamlin will strategically utilize staff to bridge the community and school, connect families with resources, and build a culture of authentic family engagement in school staff.
In order to produce fully successful students, we must teach academic and social-emotional skills. Character development helps prepare our students with these vital social-emotional skills. The monthly character development program is led by our principal and school counselor. Teachers will be reviewing character traits each month.
- August- Positive Attitude
- September - Citizenship
- October - Cooperation
- November/December - Responsibility
- January - Respect

- February - Caring
- March - Self Discipline
- April - Perseverance
- May - Trustworthy