Orange County Public Schools

Hamlin Middle

2022-23 Schoolwide Improvement Plan

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Hamlin Middle

16025 SILVER GROVE BLVD, Winter Garden, FL 34787

[no web address on file]

Demographics

Principal: Suzanne Knight

Start Date for this Principal: 2/3/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
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 Multiracial 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 is pending approval by the Orange 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	21%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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 that 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
Knight, Suzanne	Principal	Responsible for the running of the Hamlin MS School Shelter Coordinator Level 4 Administrative Representative Awards Ceremony SAC - School Advisory Committee SIP - School Improvement Plan PTSO - Parent Teacher Student Organization Safe School Plan West Orange Chamber of Commerce Liaison ASSESSES Assistant Principals Dean PASS Coordinator SAFE Head Secretary Bookkeeper School Nurse Staffing Specialist ECS Instructional Coach ELA VPA ESE Front Desk Clerk
Rodriguez Perez, Elionexis	Assistant Principal	Students Schedules Master Schedule Progress Reports Records Storage Report Cards Accountability Data School grade documentation FTE Calculus Project Honor Roll Certificates Digital/Technology Administrator Testing Administrator Assist with Student Recognitions and end of year awards ceremony Other duties as assigned by the Principal ASSESSES Guidance, Business / AG Registrar Clerk Math World Language TSR

Name	Position Title	Job Duties and Responsibilities
Ballerino, Mary	Curriculum Resource Teacher	DUTIES AND RESPONSIBILITIES Majority of time spent modeling or coaching teachers in classrooms. Model effective classroom instruction as defined by the elements of the teacher evaluation system. Attend all scheduled trainings/meetings specific to the role of CRT. Character Lab School-wide Staff Development Coordinator Distribute up-to-date findings in research Assist teachers on development of the Instructional Professional Development Plan. Attend Curriculum Leaders meetings. Testing Coordinator for all standardized tests Screen Temporary Duty-Staff Development requests. ??? Teach-In Coordinator Teacher certification Great Beginnings Coordinator Provide model lessons for effective strategy implementation in the classroom. Assist with Schoolwide data Coaching cycles - Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. Attend all scheduled trainings/meetings specific to the role of CRT. Coordinate Professional Learning Communities. Train teachers on District Data Monitoring Programs
Ashley, Samuel	Assistant Principal	DUTIES & RESPONSIBILITIES Sonitrol/Fire Alarms Facilities Property Inventory Work Orders Room needs Custodians Emergency Drills Fundraisers Field Trips Administrator Radios Adjudication Notification MAO Administrator Art of Tomorrow Administrator ??? Healthy School Team??? Administrator over Transportation Junior/Senior Teacher Interns PASS Administrator SGA Administrator Clubs Administrator Culturally Responsive Administrator At Risk Meeting/Team Administrative representative Academic Awards Ceremony Other duties as assigned by the Principal

Name	Position Title	Job Duties and Responsibilities
		ASSESSES Science Social Studies Physical Education TV Production Media Specialist Custodians Clerk
Harris, Tracy	Staffing Specialist	LEA representative. Conduct and monitor the staffing/placement process. Provide information on eligibility criteria, placement and program options, and community resources available for handicapped students. Assist with supervision. Coordinates consultations. Maintain logs of all exceptional education meetings and services. Assume responsibility for coordinating inservice training to school and parents for integration of ESE students. Assist in providing testing or classroom observation as needed on students. ESY Coordinator. Write and maintain BIPs. Assist with SIP for ESE, 504 and/or MTSS data ESE Compliance Coordinate the schedules and tracking of paraprofessionals and program assistants for ESE Coordinate and maintain staff schedules for Support Facilitation Assist school personnel in the maintenance of exceptional education student records, 504 student records and the preparation of records for audit Assist the administration with student placement Complete forms required for exceptional education and 504's according to district policies Confer with school administrators, instructional personnel, and parents regarding exceptional education policies and procedures Maintain ongoing membership rolls of students in all exceptional education classes provide updated information to data collection files Serve as liaison between parents and school personnel for interpretation of district, state and federal guidelines Coordinate all MTSS meetings Ensure all students requiring MTSS are in appropriate classes Maintain all MTSS documents
Rodriguez Martinez, Rosa	ELL Compliance Specialist	Serves as the liaison between school and district. Serves as the liaison between school and parents. LEP chairperson as principal's designee (create, review and monitor). Coordinates translation of principal's written communication. Assists in enrollment of possible LEP students.

Name	Position Title	Job Duties and Responsibilities
		Reviews enrollment forms for completion of the home language survey. Assists in the arrangement for LEP's language proficiency testing. Review student's cumulative folder. Conducts and completes programmatic assessment form. ELL curriculum leader. Order LY, LF and LN reports. Ensures that 130 FTE code is reflected on student schedules. Analyze drop-out data for LY and LF students. Analyze standardized test results. Informs staff of available ELL training through the teacher academy. Informs parents of any changes in student placement. Disseminates information to community. Coordinates curriculum integration. Advises students on availability of services. Assists students in career opportunities. Review students report cards. Articulates with feeder schools. Ensures compliance with federal, state and district policies. Promotes programs goals. Attends district Parent Leadership Council meetings. Monitor student progress. Orient staff to changes and revisions in procedures of potential LEP issues. Maintain testing log. Coordinate the use of program forms. Complete monitoring log. Monitor procedural compliance and standardized testing. Assists teachers in making instructions comprehensible for LEP students. Parent Leadership Council chairperson. Assist with AYP Student data.

Demographic Information

Principal start date

Thursday 2/3/2022, Suzanne Knight

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.*

1

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.*

6

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

748

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.

38

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	0	0	0	0	0	0	279	274	193	0	0	0	0	746
Attendance below 90 percent	0	0	0	0	0	0	37	41	46	0	0	0	0	124
One or more suspensions	0	0	0	0	0	0	1	8	16	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	29	34	29	0	0	0	0	92
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	33	25	23	0	0	0	0	81
Number of students with a substantial reading deficiency	0	0	0	0	0	0	70	65	47	0	0	0	0	182

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	0	0	0	24	26	29	0	0	0	0	79

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

Wednesday 7/27/2022

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		49%	50%					52%	54%
ELA Learning Gains								52%	54%
ELA Lowest 25th Percentile								45%	47%
Math Achievement		36%	36%					55%	58%
Math Learning Gains								55%	57%
Math Lowest 25th Percentile								50%	51%
Science Achievement		55%	53%					51%	51%
Social Studies Achievement		61%	58%					67%	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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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?

Based on the 2022 FSA data, 71% of our students score at proficiency or higher on the FSA English Language Arts, 70% of our students scored at proficiency or higher on the FSA Mathematics, and 73% of our students scored at proficiency or higher on the NGSSS Science. Based on the data that was provided, 12% of our LY (ELL) students met proficiency in English Language Arts FSA 2022. Based on the data that was provided, 44% of our LY (ELL) students met proficiency on the Mathematics FSA 2022.
Based on the FAST ELA PM1 data, 85% of our English Language Learners (LY) scored at a level 1 or 2.

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

Based on the preliminary assessments, our areas of greatest need are with our LY (ELL) students that scored below proficiency.

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

For our LY (ELL) students, contributing factors include language acquisition and years of formal schooling in the United States.

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

This is the inaugural year for Hamlin Middle School, therefore, we do not have any prior year data in order to show improvement.

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

This is the inaugural year for Hamlin Middle School, therefore, we do not have any prior year data in order to show improvement.

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

New actions to take place this year are the use of the BEST standards in ELA and Mathematics. Additionally, we have new curriculum components for both ELA (Amplify), iReady will be used as support for both Intensive Reading and ELA intervention, and the SIPPS program for the Intensive Reading courses.

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.

Professional development opportunities include processing strategies, scaffolding, monitoring for learning, and CLOSE reading strategies.

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

Hamlin Middle is providing opportunities for teachers to participate in district-level training, IMPACT PD, training to support our SWD and ELL students, and tiered support for teachers based on continuous data collection.

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

:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data reviewed, our ELL (LY) students showed an overall proficiency of 12% as assessed on the FSA English Language Arts for 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of 2022-2023, our ELL (LY) students will increase their overall proficiency from 12% to 17% as assessed on the FAST English Language Arts.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students' data will be monitored through standards-based unit assessments at the end of each unit in ELA, Progress Monitoring through the FAST Assessments, and classroom formative assessments.
Person responsible for monitoring outcome:	Mary Ballerino (58554@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will use ELL best practices that include bridging words from home language to English, as well as utilizing word-for-word dictionary translation in class, and ELL Paraprofessional for push-in support. Students have access to Duolingo via launchpad.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based on the needs, our students need more support in language acquisition in both conversational and academic language. Additionally, it is based on the number of years the student has been in formal schooling in the United States.

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.

No action steps were entered for this area of focus

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 Middle school is in its inaugural year. We are constantly working to build a positive collaborative culture between students, staff, and stakeholders. Our administrative team has been focusing on creating positive team structures through collaborative conversations with our PLC leads and members. Through conversations with our teaching staff, we are able to identify areas of concern and address them in a timely manner. For students, we are using observational data from classroom walk-throughs, culminating task outcomes, and informal surveys to identify trends in student behavior, academic performance, and social-emotional well-being. With this data, we create a plan of action to address our areas of concern.

Our faculty, staff, and students will receive quarterly surveys to provide feedback to our administrative team on our progression to positive school culture and environment. Based on these surveys, we will create actionable feedback to address major areas of concern. These surveys will include similar wording to the panorama data collected throughout the school year.

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

Suzanne Knight, Principal - responsible for maintaining a positive and collaborative team that includes the faculty, staff, students, and stakeholders
Sam Ashley, Assistant Principal - responsible for maintaining a positive and collaborative discipline
Elionexis Rodriguez Perez, Assistant Principal - responsible for maintaining a positive and collaborative faculty/staff team
Mary Ballerino, Curriculum Resource Teacher - responsible for maintaining a positive and collaborative faculty/staff team