

Orange County Public Schools

Hamlin Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Hamlin Middle

16025 SILVER GROVE BLVD, Winter Garden, FL 34787

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 Science 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
Glenn, Laquel	Assistant Principal	<p>DUTIES & RESPONSIBILITIES Sonitrol/Fire Alarms Facilities Property Inventory Work Orders Room needs Custodians Emergency Drills Fundraisers Field Trips Administrator Radios Adjudication Notification MAO 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</p> <p>ASSESES Language Arts Social Studies Reading</p>
Ballerino, Mary	Curriculum Resource Teacher	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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</p>
Harris, Tracy	Staffing Specialist	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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</p>
<p>Rodriguez Martinez, Rosa</p>	<p>ELL Compliance Specialist</p>	<p>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. 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.</p>

Name	Position Title	Job Duties and Responsibilities
		Assists teachers in making instructions comprehensible for LEP students. Parent Leadership Council chairperson. Assist with AYP Student data.
Shuster, Tamie	Dean	Monitor student attendance, maintain contact with parents, facilitate truancy meetings

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Each respective stakeholder to include but not limited to School Leaders, teachers, school staff, parents, students, and families are provided the opportunity to provide input towards the development of the SIP. Contributions towards the SIP development were presented in forums such as SAC (School Advisory Committee) and FAC (Faculty Advisory Committee).

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by all stakeholders. School Leadership Team members will present continuous updates from the plan and share the schools progress to meeting the goals of the plan. Based on data and input provided adjustments and modifications will be documented in the mid-year review.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	21%
Charter School	No
RAISE School	No
ESSA Identification	N/A

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	35	33	42	110
One or more suspensions	0	0	0	0	0	0	4	19	22	45
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	2	2	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	34	43	51	128
Level 1 on statewide Math assessment	0	0	0	0	0	0	20	28	24	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	15	29	36	80

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	37	41	46	124
One or more suspensions	0	0	0	0	0	0	1	8	16	25
Course failure in ELA	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	1	2	1	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	29	34	29	92
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	25	23	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	70	65	47	182

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	24	26	29	79

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	37	41	46	124
One or more suspensions	0	0	0	0	0	0	1	8	16	25
Course failure in ELA	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	1	2	1	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	29	34	29	92
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	25	23	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	70	65	47	182

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	24	26	29	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	48	49		49	50			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	77	57	56		36	36			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	75	53	49		55	53			
Social Studies Achievement*	86	64	68		61	58			
Middle School Acceleration	82	77	73		52	49			
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	54	43	40		79	76			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	68			
AMI				
ASN	87			
BLK	57			
HSP	73			
MUL	63			
PAC				
WHT	80			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	68			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			77			75	86	82			54
SWD	23			35				46			3	
ELL	56			73			62	82	79		6	54
AMI												
ASN	78			96			93	89	81		5	
BLK	47			53			45	82			4	
HSP	62			70			69	86	82		6	67
MUL	56			69							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	71			81			81	86	82		5	
FRL	54			64			58	86	78		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	65%	45%	20%	47%	18%
08	2023 - Spring	64%	46%	18%	47%	17%
06	2023 - Spring	62%	44%	18%	47%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	76%	53%	23%	54%	22%
07	2023 - Spring	54%	38%	16%	48%	6%
08	2023 - Spring	75%	58%	17%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	73%	50%	23%	44%	29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	47%	52%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	45%	50%	48%	47%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	61%	24%	66%	19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on performance from the FAST Progress Monitoring 3 our data indicates that our lowest component is with the Reading/English Language Arts.

Contributing factors that affected student performance were:

1. Support for English Language Learning students. Acquiring the appropriate staff to support this subgroup of students
2. Teacher efficacy amongst the English Language Arts teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Considering that the 22-23 School year was the inaugural year the data is not available. The assessments to be compared are not the same which does not present the opportunity to present the greatest decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on student performance data shows that our students scored above the state average in all academic areas and data components.

Which data component showed the most improvement? What new actions did your school take in this area?

By identifying the most under served ELL population a Portuguese Paraprofessional was hired to support our students in their home language. This addition yield positives results for this subgroup.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our highest priorities for the upcoming school year will remain in the content area of Language Arts for these subgroups:

- Students With Disabilities
- English Language Learners

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for the upcoming school year will remain in the content area of Language Arts for these subgroups:

Students With Disabilities

English Language Learners

Student Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

16% of our 8th students attended less than 90% of the time allotted in the school year. As result of low attendance academics were impacted negatively.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through the implementation of Positive Behavior Systems our intended outcome will be to decrease student absences in for this subgroup by 6%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by the Attendance Dean. Following the State and District policy as it pertains to student attendance and truancy Mrs. Shuster will document and facilitate required meetings. Various stakeholders will hold the role as mentor to the identified students whom fall into this category. The mentor will will complete check-ins with the students to monitor/discuss attendance and academic performance. Identified students are also referred to the SAFE coordinator and School Social Worker for support.

Person responsible for monitoring outcome:

Tamie Shuster (75317@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

This area of focus will be monitored by the Attendance Dean. Following the State and District policy as it pertains to student attendance and truancy Mrs. Shuster will document and facilitate required meetings. Various stakeholders will hold the role as mentor to the identified students whom fall into this category. The mentor will will complete check-ins with the students to monitor/discuss attendance and academic performance. Identified students are also referred to the SAFE coordinator and School Social Worker for support.

Person Responsible: Tamie Shuster (75317@ocps.net)

By When: This monitoring is ongoing, Through the implementation of Positive Behavior Systems our intended outcome will be to decrease student absences in for this subgroup by 6% by the end of the 23-24 school year.

No description entered

Person Responsible: [no one identified]

By When:

This area of focus will be monitored by the Attendance Dean. Following the State and District policy as it pertains to student attendance and truancy Mrs. Shuster will document and facilitate required meetings. Various stakeholders will hold the role as mentor to the identified students whom fall into this category. The mentor will will complete check-ins with the students to monitor/discuss attendance and academic performance. Identified students are also referred to the SAFE coordinator and School Social Worker for support.

Person Responsible: Tamie Shuster (75317@ocps.net)

By When: This monitoring is ongoing, Through the implementation of Positive Behavior Systems our intended outcome will be to decrease student absences in for this subgroup by 6% by the end of the 23-24 school year.

No description entered

Person Responsible: [no one identified]

By When:

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our academic data from 22-23, 31% of our Students with Disabilities were proficient on the FAST PM 3 Reading and 46% of our Students with Disabilities were proficient on the FAST PM 3 Mathematics.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our Students with Disabilities will show an increase of 7% in proficiency as tested on the FAST PM 3 Reading in May 2024. Our Students with Disabilities will show an increase of 4% in proficiency as tested on the FAST PM 3 Mathematics in May 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students of this subgroup will be monitored using various data points such as FAST PM1 and PM2, Standards Based Unit Assessments (SBUAs) and class room formative assessments. Students enrolled in Learning Strategies and/or Unique Skills class will also be monitored toward the progress of both the IEP goals and Academic Performance.

Person responsible for monitoring outcome:

Suzanne Knight (suzanne.knight@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Action steps that will be taken to support the needs of student within this subgroup include but are not limited to:

- Tutoring the content area of Math and Reading (Offered before/after school on Tuesdays and Thursdays beginning October 2023)

Person Responsible: Elionexis Rodriguez Perez (elionexis.rodriguezperez@ocps.net)

By When: Ongoing until April 2024. (Will be monitored and modified based on results from PM2)

Action steps that will be taken to support the needs of student within this subgroup include but are not limited to:

- Support facilitation through content areas

Person Responsible: Tracy Harris (tracy.harris@ocps.net)

By When: By May 2024 there will be an evident increase of proficiency based on current data of SBUEs and CFE for both the courses of Learning Strategies and Unique Skills.

Action steps that will be taken to support the needs of student within this subgroup include but are not limited to:

- Small group instruction through core content courses

Person Responsible: Mary Ballerino (58554@ocps.net)

By When: This action step is ongoing as it will be monitored based on the SBUE data collected from September 2023 - April 2023.