

Orange County Public Schools

Corner Lake Middle



2022-23 Schoolwide Improvement Plan

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Corner Lake Middle

1700 CHULUOTA RD, Orlando, FL 32820

<https://cornerlakems.ocps.net/>

Demographics

Principal: Paul Browning

Start Date for this Principal: 9/3/2019

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)	95%
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: B (55%) 2018-19: C (52%) 2017-18: C (51%)
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	ATSI
* 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)
Middle School 6-8	No	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

School Board Approval

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<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.

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
Browning, Paul	Principal	<p>Instructional leader</p> <ul style="list-style-type: none"> • Ensuring standards-based instruction across all content areas • Providing coaching and professional development of best practices • Equipping teachers to utilize student performance data to increase achievement • Working to develop strong and effective PLCs • Supporting a strong focus on learning and achievement • Creating a culture that holds all stakeholders responsible for student learning • Developing systems of support and intervention that meet the needs of every student
		<p>Engagement of stakeholders</p> <ul style="list-style-type: none"> • Establishing strong and effective teams founded upon clear communication • Regularly soliciting feedback and input from stakeholders • Creating an environment where stakeholders feel free to communicate concerns, offer feedback, and provide suggestions • Instilling a deep-held belief among all stakeholders that every voice matters • Helping stakeholders understand that collaboration leads to making the best decisions for students
		<p>Collaborative Decision-making</p> <ul style="list-style-type: none"> • Establishing strong and effective teams founded upon clear communication • Regularly soliciting feedback and input from stakeholders • Creating an environment where stakeholders feel free to communicate concerns, offer feedback, and provide suggestions • Instilling a deep-held belief among all stakeholders that every voice matters • Helping stakeholders understand that collaboration leads to making the best decisions for students
Hyser, Katie	Assistant Principal	<p>Instructional leader</p> <ul style="list-style-type: none"> • Ensuring standards-based instruction in ELA and reading • Providing coaching and professional development • Equipping teachers to utilize student performance data to increase achievement • Working to develop strong and effective PLCs • Supporting a strong focus on learning and achievement • Creating a culture that holds teachers responsible for student learning • Developing systems of support and intervention that meet the needs of every student
		<p>Engagement of Stakeholders</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Effective, frequent, and timely communication • Providing stakeholders with resources for success • Encouraging stakeholders to invest in students <p>Collaborative Decision-making</p> <ul style="list-style-type: none"> • Establishing strong and effective teams founded upon clear communication • Regularly soliciting feedback and input from stakeholders • Creating an environment where stakeholders feel free to communicate concerns, offer feedback, and provide suggestions • Instilling a deep-held belief among all stakeholders that every voice matters • Helping stakeholders understand that collaboration leads to making the best decisions for students
Davidson, Terri	Instructional Coach	<p>Instructional Leader</p> <ul style="list-style-type: none"> • Coordinate the NEST (New Eagle Starting Teacher) Induction Program for teachers who are new to Corner Lake MS as well as those who are new to the teaching profession • Assist new teachers with completing the requirements for their professional certificates • Coach specific new and veteran teachers on classroom management, student engagement, pedagogy, developing instructional plans, modeling of lessons, preparing their Deliberate Practice plans • Provide support for all teachers and any instructional need <p>Engaging Stakeholders</p> <ul style="list-style-type: none"> • Assist with engaging stakeholders by attending events and various meetings <p>Decision Making</p> <ul style="list-style-type: none"> • Attends SAC meetings and leadership meetings. and collaborate in decision-making for the school • Maintain open communication with the staff and based on concerns and suggestions, assist the leadership team to effect changes
Young, Roderick	School Counselor	<p>Instructional Leader</p> <ul style="list-style-type: none"> • Participation in leadership meetings to review data and make informed decisions regarding students, events, policies, as well as social-emotional instruction and events <p>Engagement of Stakeholder</p> <ul style="list-style-type: none"> • Participation in the PTSA and SAC meetings and work with, local restaurants, and families for student celebrations throughout the school year • Also work with feeder school principals, school board members, and a

Name	Position Title	Job Duties and Responsibilities
		<p>local community organization in preparation for the Evening of Excellence celebration</p> <p>Decision Making</p> <ul style="list-style-type: none"> • Collaborate with teachers, administrators, deans, families, and students to make decisions on best academic placement and support for students • Collaborate with students, families, and counseling agencies to provide mental health services • Work with the school SAFE counselor and social worker to provide families and students with services needed
Thenn, Kimbra	Staffing Specialist	<p>Instructional Leader</p> <ul style="list-style-type: none"> • Provide information to the staff on ESE strategies and accommodations <p>Engagement of Stakeholder</p> <ul style="list-style-type: none"> • Collaborate with teachers, students, parents, and other stakeholders to write IEPs that provide appropriate services to meet the individual needs of the students <p>Decision Making</p> <ul style="list-style-type: none"> • Involved in the various decisions regarding the ESE population such as curriculum and safety • Communicate with team members and help resolve issues and clarify information on an as-needed basis
Ramos, Myrna	Dean	<p>Instructional leader</p> <ul style="list-style-type: none"> • Monitor and implement a behavior management system that is grounded by the student code of conduct and restorative practices to help ensure that infractions are teachable moments <p>Engagement of stakeholders</p> <ul style="list-style-type: none"> • Communicate clearly and in a timely fashion, both verbally and in writing, with students, parents, and appropriate school staff regarding any disciplinary event or consequence <p>Collaborative Decision-making</p> <ul style="list-style-type: none"> • Participate as a member of the school leadership team and work closely with school counselors, coaches, administrators, and the school resource officer on disciplinary events and restorative practices
Powell, William	Dean	<p>Instructional leader</p> <ul style="list-style-type: none"> • Monitor and implement a behavior management system that is grounded by the student code of conduct and restorative practices to help ensure that infractions are teachable moments

Name	Position Title	Job Duties and Responsibilities
		<p>Engagement of stakeholders</p> <ul style="list-style-type: none"> • Communicate clearly and in a timely fashion, both verbally and in writing, with students, parents, and appropriate school staff regarding any disciplinary event or consequence <p>Collaborative Decision-making</p> <ul style="list-style-type: none"> • Participate as a member of the school leadership team and work closely with school counselors, coaches, administrators, and the school resource officer on disciplinary events and restorative practices
Concannon, Adam	Assistant Principal	<p>Instructional leader</p> <ul style="list-style-type: none"> • Ensuring standards-based instruction in science, physical education, ESE • Providing coaching and professional development • Equipping teachers to utilize student performance data to increase achievement • Working to develop strong and effective PLCs • Supporting a strong focus on learning and achievement • Creating a culture that holds teachers responsible for student learning • Developing systems of support and intervention that meet the needs of every student <p>Engagement of Stakeholders</p> <ul style="list-style-type: none"> • Effective, frequent, and timely communication • Providing stakeholders with resources for success • Encouraging stakeholders to invest in students <p>Collaborative Decision-making</p> <ul style="list-style-type: none"> • Establishing strong and effective teams founded upon clear communication • Regularly soliciting feedback and input from stakeholders • Creating an environment where stakeholders feel free to communicate concerns, offer feedback, and provide suggestions • Instilling a deep-held belief among all stakeholders that every voice matters • Helping stakeholders understand that collaboration leads to making the best decisions for students <p>School Safety</p>

Demographic Information

Principal start date

Tuesday 9/3/2019, Paul Browning

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.*

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.*

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

845

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

6

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

13

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	272	294	262	0	0	0	0	828
Attendance below 90 percent	0	0	0	0	0	0	70	67	73	0	0	0	0	210
One or more suspensions	0	0	0	0	0	0	33	42	49	0	0	0	0	124
Course failure in ELA	0	0	0	0	0	0	26	51	36	0	0	0	0	113
Course failure in Math	0	0	0	0	0	0	50	54	73	0	0	0	0	177
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	85	94	90	0	0	0	0	269
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	83	94	85	0	0	0	0	262
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	0	0	0	96	101	107	0	0	0	0	304

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	2	1	8	0	0	0	0	11

Date this data was collected or last updated

Thursday 7/21/2022

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	296	270	268	0	0	0	0	834
Attendance below 90 percent	0	0	0	0	0	0	69	94	87	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	2	35	32	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	12	14	58	0	0	0	0	84
Course failure in Math	0	0	0	0	0	0	13	23	74	0	0	0	0	110
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	55	39	0	0	0	0	128
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	45	43	0	0	0	0	123
Number of students 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	41	72	94	0	0	0	0	207

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	

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	296	270	268	0	0	0	0	834
Attendance below 90 percent	0	0	0	0	0	0	69	94	87	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	2	35	32	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	12	14	58	0	0	0	0	84
Course failure in Math	0	0	0	0	0	0	13	23	74	0	0	0	0	110
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	55	39	0	0	0	0	128
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	45	43	0	0	0	0	123
Number of students with a substantial reading deficiency	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	41	72	94	0	0	0	0	207

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	0
Students retained two or more times	0	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%	49%	50%				50%	52%	54%
ELA Learning Gains	45%						48%	52%	54%
ELA Lowest 25th Percentile	33%						31%	45%	47%
Math Achievement	51%	36%	36%				51%	55%	58%
Math Learning Gains	59%						45%	55%	57%
Math Lowest 25th Percentile	54%						39%	50%	51%
Science Achievement	56%	55%	53%				57%	51%	51%
Social Studies Achievement	65%	61%	58%				53%	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	47%	52%	-5%	54%	-7%
Cohort Comparison						
07	2022					
	2019	43%	48%	-5%	52%	-9%
Cohort Comparison		-47%				
08	2022					
	2019	53%	54%	-1%	56%	-3%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	29%	43%	-14%	55%	-26%
Cohort Comparison						
07	2022					
	2019	42%	49%	-7%	54%	-12%
Cohort Comparison		-29%				
08	2022					
	2019	23%	36%	-13%	46%	-23%
Cohort Comparison		-42%				

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	55%	49%	6%	48%	7%
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	51%	66%	-15%	71%	-20%
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	93%	63%	30%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	53%	35%	57%	31%

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
SWD	16	31	32	27	59	64	24	36			
ELL	26	35	29	30	55	57	31	44	73		
ASN	77	71		87	77				80		
BLK	47	44	20	51	64	44	58	76	100		
HSP	40	43	36	39	55	54	49	58	84		
MUL	46	33		63	59						
WHT	57	44	28	60	60	56	58	67	83		
FRL	36	38	33	36	51	50	43	55	85		
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	19	27	25	25	26	12	24	41			
ELL	28	27	15	30	28	26	10	46			

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
ASN	81	38		86	44		64				
BLK	41	40	26	36	32	25	50	59	58		
HSP	43	43	24	36	31	25	38	56	41		
MUL	63	39		58	22						
WHT	52	40	26	50	34	27	51	68	60		
FRL	36	34	20	30	28	26	34	47	36		
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	11	17	18	24	37	30	18	16			
ELL	26	35	27	25	37	32	37	31	100		
ASN	66	68		81	61		90	90	100		
BLK	45	48	48	50	50	50	50	50	81		
HSP	39	39	25	38	40	33	42	42	89		
MUL	65	67		48	57			40			
PAC	90	60		70	60						
WHT	57	52	33	61	47	45	69	61	94		
FRL	38	42	31	39	41	36	46	41	92		

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)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

Achievement for our students with disabilities continues to be lower than other subgroups based on state assessment data. Progress monitoring data also supports this trend (PMAs, iReady, common assessments). Additionally, learning gains in ELA for all students (45%) and the lowest 25% of students (33%) continue to lag behind other areas.

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

Based on 2022 state assessment data, the areas that have the greatest needs for improvement are ELA achievement (49%), ELA Learning Gains (45%), ELA Learning Gains of the Lowest 25% (33%), and Math achievement (51%). iReady data from the 2021-2022 school year also supports the need for improvement in ELA achievement (41% proficient) and math (28% proficient - does not include students taking algebra 1 and geometry).

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

There is a need for continued improvement in the overall quality of standards-based instruction and the use of data to provide differentiated instruction to support individual learning needs. To address this need for

improvement, teachers and teams will receive support with common planning practices and using data to differentiate, including the use of purposeful teacher-led small groups to address learning gaps. Contributing factors to this need for improvement also include skills gaps as a result of the pandemic and gaps in foundational reading skills.

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

The greatest areas of improvement based on 2021-2022 school data are Math Learning Gains (up 27 percentage points from 32% to 59% and Math Learning Gains of the Lowest 25% (up 27 percentage points from 27% to 54%).

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

Contributing factors to this improvement include the use of strategic math interventions throughout the school data, data-based differentiated instruction, and aligning instruction to course standards.

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

In order to accelerate learning, ongoing, data-informed strategic interventions across all key content areas will need to be implemented. Additionally, teacher teams will need continued support with aligning instruction to the standards, particularly in ELA and math since teachers will be using the new BEST Standards. Effective core instruction coupled with purposeful interventions will be the focus throughout the school year.

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 learning on the new BEST standards will be critical for our ELA and Math teachers to ensure that instruction is aligned to the new standards. Additionally, professional learning will be provided to increase the use of data to identify individual students' learning needs. Teachers will receive support with analyzing data by subgroups and students and using that data to plan differentiated instruction including teacher-led small groups and other remediation activities. Professional learning will also continue in the area of student social and emotional learning.

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

Additional services that will be implemented to ensure the sustainability of improvement into the next year and beyond include the use of strategic interventions to support effective core instruction, an increased focus on using data to understand student performance by subgroup and individual students in order to address learning needs, and improved collaborative planning structures. Additionally, we will focus on using intervention teachers to support core content teachers and students with provided targeted interventions that address any identified gaps.

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.

The area of focus is to increase overall achievement in English Language Arts. This area was identified due to less than half of students (49%) scoring as proficient on the 2022 ELA FSA and only 45% of students achieving learning gains and 33% of the lowest 25% of students achieving learning gains.

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

The specific measurable outcome that is planned for improvement is an increase in ELA overall achievement from the 2022 FSA ELA (49%) to 52% on the PM3 state assessment in 2023.

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

Common assessment data will be monitored regularly to identify students needing additional support. Additionally, PM1 and PM2 scores will be analyzed and used to address any identified gaps through reteaching and targeted interventions.

Person responsible for monitoring outcome:

Katie Hyser (katie.hyser@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for this Area of Focus is the use of collaborative planning to support standards-aligned instruction. Additionally, data-informed planning will be used to identify students needing intervention.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Effective collaborative planning and data-informed interventions will support teachers in delivering standards-aligned instruction and providing remediation and reteach opportunities to identified students based on their unique learning needs.

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.

1. Professional development for teachers on the new standards
2. Collaborative team meetings that focus on standards-aligned instruction
3. Ongoing data analysis to guide instruction
4. Purposeful, data-driven interventions
5. Ongoing classroom walkthroughs with coaching and actionable feedback, including standards-alignment, engagement, processing and monitoring, and classroom climate and culture
6. Ongoing professional learning for teachers in the area of classroom climate and culture to promote a sense of belonging and to develop growth mindset.

Person Responsible

Katie Hyser (katie.hyser@ocps.net)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus is to increase overall achievement in math. This area was identified due to 51% of students scoring as proficient on the 2022 state assessments.

Measurable Outcome:

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

The specific measurable outcome that is planned for improvement is an increase in math overall achievement from the 2022 FSA ELA (51%) to 55% on the PM3 state assessment in 2023 and Algebra and Geometry EOCs.

Monitoring:

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

Common assessment data will be monitored regularly to identify students needing additional support. Additionally, PM1 and PM2 scores and PMA 1, 2, and 3 performance in Algebra 1 and Geometry will be analyzed and used to address any identified gaps through reteaching and targeted interventions.

Person responsible for monitoring outcome:

Paul Browning (paul.browning@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for this Area of Focus is the use of collaborative planning to support standards-aligned instruction. Additionally, data-informed planning will be used to identify students needing intervention.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Effective collaborative planning and data-informed interventions will support teachers in delivering standards-aligned instruction and providing remediation and reteach opportunities to identified students based on their unique learning needs.

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.

1. Professional development for teachers on the new standards
2. Collaborative team meetings that focus on standards-aligned instruction
3. Ongoing data analysis to guide instruction
4. Purposeful, data-driven interventions
5. Ongoing classroom walkthroughs with coaching and actionable feedback, including standards-alignment, engagement, processing and monitoring, and classroom climate and culture
6. Ongoing professional learning for teachers in the area of classroom climate and culture to promote a sense of belonging and to develop growth mindset.

Person Responsible

[no one identified]

#3. 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 critical need from the data reviewed.

The area of focus is to improve the proficiency of students with disabilities in ELA and math. The rationale for selecting this area of focus is that our students with disabilities continue to perform below other students and other subgroups. In ELA, X% of students with disabilities (add once data is available) were proficient compared to 49% of students overall. In math, X% of students with disabilities (add once data is available) were proficient, compared to 51% of students overall.

Measurable**Outcome:**

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

The specific measurable outcome that is planned for improvement is an increase in ELA achievement for students with disabilities from the 2022 FSA ELA (Add % here once available) to (add increased percentage here) on the PM3 state assessment in 2023 and an increase in math achievement for students with disabilities from the 2022 FSA and EOCs (Add % here once available) to (add increased percentage here) on the PM3 state assessment and EOCs in 2023.

Monitoring:

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

This area of focus will be monitored through common assessments, PM1 and PM2 state assessments, and PMA 1, PMA 2, and PMA 3 district assessments in Algebra and Geometry.

Person responsible for monitoring outcome:

Adam Concannon (adam.concannon@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for this Area of Focus is the use of collaborative planning to support standards-aligned instruction. Additionally, data-informed planning will be used to identify students needing intervention. Scaffolded instruction and interventions for students with disabilities will be planned and implemented with fidelity. ESE teachers will work with ELA and math teachers to provide additional support.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Effective collaborative planning and data-informed interventions will support teachers in delivering standards-aligned instruction and providing remediation and reteach opportunities to identified students based on their unique learning needs. Appropriate scaffolds and accommodations will help students with disabilities access the content and develop skills relating to the standards.

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.

1. Collaborative team meetings that focus on standards-aligned instruction
2. Professional development for teachers on planning and implementing appropriate scaffolds and

accommodations for students with disabilities

3. Ongoing data analysis to guide instruction

4. Purposeful, data-driven interventions

5. Ongoing classroom walkthroughs with coaching and actionable feedback, including standards-alignment, engagement, processing and monitoring, and classroom climate and culture

6. Ongoing professional learning for teachers in the area of classroom climate and culture to promote a sense of belonging and to develop growth mindset.

Person

Responsible

Adam Concannon (adam.concannon@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.

Corner Lake Middle School is committed to the goal of being an Engaged and Invested Community. We do this by building positive relationships with our families and keeping them informed of school activities.

Weekly messages are sent out to the parents by the principal via the Just Around the Corner digital newsletter. This allows parents to receive pertinent information that the students will be experiencing the following week. The information provided by the principal includes Academics, Sports, Clubs, Digital Information, SAC, and PTSA.

We also communicate with parents via the Parent, Teacher & Student Association (PTSA), and the School Advisory Council (SAC). These committees include parents and teachers and meetings are held monthly. The PTSA plans many activities for families to participate in, such as school dances, Teacher Appreciation Week, Spirit nights, and other fundraising events. Our marquee also provides information to the community. In addition, our school website and social media sites, such as Facebook, Twitter, and Instagram are also used to keep our parents and community updated on campus activities.

Parents are kept informed of their child's progress through Skyward and Canvas, Skylert, teacher-contact by telephone, email, and parent-teacher conferences. Progress reports and report cards are also provided as a means of communicating students' progress with parents.

Corner Lake Middle School also builds positive culture and environment for students by working to create a safe and harmonious educational setting. This is accomplished by ensuring that effective discipline practices and responses are implemented and teachers build classroom community to create a welcoming and supportive learning environment. Ongoing professional development in the areas of student social and emotional learning is provided to teachers and the school leadership team collects data on the classroom environment during regular walkthroughs, providing actionable feedback to teachers. We use Panorama survey data to identify growth areas in school culture and environment and address those issues as needed through communication, professional learning, and classroom instruction.

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

Paul Browning, Principal - Leads school in district SELL initiative

katie Hyser, Assistant Principal - oversees guidance counselors and SAFE coordinator/program

Adam Concannon, Assistant Principal - oversees discipline, school safety drills

Guidance counselors -Roderick Young, Lynn Tran, James Blackburn - Provide counseling to students, work with the school SAFE counselor and social worker to provide families and students with services needed

Deans - William Powell and Myrna Ramos - handle school discipline which contributes to a positive culture and safe environment

Danielle Barbera - SAFE Coordinator, support school-wide social and emotional learning, collaborate with the

leadership team in shared-decision making to create a safe environment for all students and staff, participate in monthly threat assessment meetings with Administration and SRO to discuss, make recommendations, and monitor students who have had a threat incident