Water Spring Middle School

2021-22 Schoolwide Improvement Plan

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Water Spring Middle School

10393 SEIDEL ROAD, Winter Garden, FL 34787

[no web address on file]

Demographics

Principal: Brian Sanchez Corona

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: 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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Water Spring Middle School

10393 SEIDEL ROAD, Winter Garden, FL 34787

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	24%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2020-21
Grade	

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Name	Position Title	Job Duties and Responsibilities
Beusse, Laura	Principal	Supervises the administrative team; leads curriculum and instruction across the entire campus; provides student supervision assignments; curriculum leader for Social Studies, Leadership/SGA; supervisor for deans, PASS, Title IX, threat assessments, testing, social media/website, and athletics; plans and coordinates pre planning and professional development; manages school budget/supplements.
Sanchez Corona, Brian	Assistant Principal	Curriculum leader for all subjects; manages facilities, inventory, keys, and custodial; coordinates emergency drills. supervises discipline and tutoring for students, Minority Achievement Office Initiatives, student attendance and substitutes, completion and update of the school improvement plan, attend SAC meetings for the purpose of sharing information about school improvement plan, supervise Advanced Studies programs and coordinate the Renaissance program. Assure appropriate professional and ethical sports program, assign and assess coaching staff that supports appropriate professional and ethical program, prepare athletic schedules and contracts, supervise officials for athletic contests, maintain equipment inventory, Title IX Coordinator, support student athlete tutoring program, maintain athletic department budget, and Field Trips. Responsible for all standardized testing with the exceptions of AP, AICE, FSAA, and CELLA, Alternate Bell Schedules for testing days, coordination with FNS regarding alternative schedules, testing room assignments, and state testing corrections.
Kenaio, Wessal	Assistant Principal	Curriculum leader for ESE, and Guidance team; creates the master schedule; responsible for Report Cards, Progress Reports, Grade Verification, Transcripts, Curriculum/Registration Guide, ESE/504 documentation, coordinates student recognition events-Honor Roll, facilitates FTE/Accountability, Dual Enrollment, and Student Services Parent Nights.
Copeland, Shedrick	Dean	Supervise students before/after school, between classes and during lunches according to supervision schedule, provide after school/event supervision according to activity schedule, attend weekly administrative meetings, provide proactive discipline for referrals for assigned students, provide coaching for classroom teachers for level 1 infractions as necessary. attend and lead attendance Child Study Team (ACST) Meetings, communicate interventions from ACST to teachers and guidance counselor, Monitor effectiveness of interventions from ACST. address digital Infractions resulting in damage to devices, collect Code of Conduct student acknowledgement, process Level 4 Infractions, responsible for Detention/Attendance, support teachers and attendance clerk, monitor daily attendance reports, contact parents of students habitually tardy to school, process referrals for discipline actions for students tardy to school (not class), support attendance clerks,

Name	Position Title	Job Duties and Responsibilities
		administrators, deans, and teachers to ensure attendance procedures are followed, sign 5-day and 10-day absence letters on a weekly basis, review un-submitted attendance report on a daily basis to ensure attendance is properly recorded, coordinate Additions/Partners in Education, and Activities Director.
Geminiani, Christiane	ELL Compliance Specialist	CELLA testing, ELL Compliance, ESOL Instructional Support, LY and LF Monitoring, MVP (McKinney-Vento Program) Homeless family coordinator, liaison for student crisis issues, SAFE Referrals, Baker Acts, Threat Assessments and TATM, counseling/group sessions, attend weekly administrative staff meetings, supervise students before and after school and during lunch according to supervision schedule, Coordinate with schoolwide discipline plan, develop PEER counseling class and program, develop and implement school crisis plan, develop school crisis phone tree, participate as a member of the MTSS team, any other duties as assigned by administrators, arrest records, SSP, A-4 & DCF contact, and Lakeside Contact.
Stieglitz, Sharyn	School Counselor	Responsible for Report Cards, Progress Reports, Grade Verification, Transcripts, Curriculum/Registration Guide, ESE/504 documentation, coordinates student recognition events-Honor Roll, facilitates FTE/Accountability, Dual Enrollment, Partners in Education, and Student Services Parent Nights.
Joseph, Chamarah	Staffing Specialist	IEP facilitation and LEA, Testing Accommodations, PEER Teacher training, ESE Lead, MTSS Team, ESE Testing/FSAA, ESE Facilities and Equipment, ESE Student and Staff Schedules, Facilitate enrollment and transition of new students with disabilities and assure appropriate placement of students.

Demographic Information

Principal start date
Thursday 7/1/2021, Brian Sanchez Corona

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

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
21

Total number of students enrolled at the school

413

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

0

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

21

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	130	133	116	0	0	0	0	379
Attendance below 90 percent	0	0	0	0	0	0	13	27	15	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	3	3	7	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	1	7	6	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	10	15	11	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	9	9	0	0	0	0	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	53	44	53	0	0	0	0	150

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	7	13	11	0	0	0	0	31

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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

Friday 7/30/2021

2020-21 - As Reported

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		

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		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	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	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					52%	54%		52%	53%
ELA Learning Gains					52%	54%		50%	54%
ELA Lowest 25th Percentile					45%	47%		42%	47%
Math Achievement					55%	58%		53%	58%
Math Learning Gains					55%	57%		51%	57%
Math Lowest 25th Percentile					50%	51%		44%	51%
Science Achievement					51%	51%		51%	52%
Social Studies Achievement					67%	72%		68%	72%

Grade Level Data Review - Progress Monitoring Assessments

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

The OCPS Progress Monitoring Assessments were utilized for grades 6 to 8.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	45	55
	Economically Disadvantaged	33	37	41
	Students With Disabilities	0	0	10
	English Language Learners	18	18	43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	29	52
	Economically Disadvantaged	14	16	40
	Students With Disabilities	0	0	9
	English Language Learners	8	18	43

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	50	54
	Economically Disadvantaged	31	50	42
	Students With Disabilities	11	0	10
	English Language Learners	25	45	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	44	52
	Economically Disadvantaged	29	31	32
	Students With Disabilities	13	13	20
	English Language Learners	21	33	42
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	62	82	88
	Economically Disadvantaged	53	73	81
	Students With Disabilities	57	63	50
	English Language Learners	41	69	72

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	57	59
	Economically Disadvantaged	39	47	44
	Students With Disabilities	13	25	50
	English Language Learners	26	38	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	52	57
	Economically Disadvantaged	30	39	32
	Students With Disabilities	0	11	20
	English Language Learners	31	48	48
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	57	69	64
	Economically Disadvantaged	50	56	51
	Students With Disabilities	25	56	33
	English Language Learners	45	61	58

Analysis

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

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

For progress monitoring data, 6th, 7th, and 8th Grade ELA and Math proficiency progressively improved over the course of the year. Students with disabilities had lower percentages of proficiency across all assessments compared to other subgroups for both grade levels. Sixth grade students with disabilities consistently underperformed compared to other subgroups in respective content areas. Trends were similar for both Civics and Science.

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

Data from progress monitoring assessments indicate a need for improvement in the proficiency of students with disabilities.

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

Contributing factors for progress monitoring performance could include student learning conditions and teacher delivery of instruction during the global pandemic. Action to be taken to address the need for improvement includes in person instruction for students that takes into account the unevenness of learning circumstances in the prior school year as well as the potential social and emotional impact of the pandemic on student learning. Contributing factors for 2019 state assessments are unknown as they were administered at other school sites.

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

Sixth grade mathematics exhibited an increase from 18% to 52%. Eighth grade ELA, for students with disabilities, increased from 13% to 50%.

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

Contributing factors for improvement could have been students and teachers becoming more comfortable with their altered learning and teaching environments, respectively, throughout the pandemic. New actions taken are unknown as they occurred at other school sites.

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

Infusion of social and emotional learning will be key to accelerate learning. Students need to relearn how to engage with fellow students in groups to facilitate helping to process of new content. Purposeful common and collaborative planning time is needed for teacher to develop lessons that include effective, high yield instructional strategies. Frequent data analysis needs to occur after assessments to monitor student progress and make adjustments as needed.

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.

Teachers will be provided professional development on social emotional learning and the effects of social emotional learning on student learning and achievement. Teachers will also be provided professional development on engaging students in helping to process of new content. Teachers will also receive professional development on providing accommodations as indicated in students' individualized education plans to assist students with disabilities in maximizing their learning potential.

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

Classroom walks and observations will be conducted to ensure instructional strategies and lessons reach the level of rigor of learning required by state standards. Coaching cycles will be utilized, as needed, to assist teachers identified as needing support. Peer observations will be utilized to demonstrate best practices. Common and collaborative planning time will be used to develop lessons with effective instructional strategies. Data chats will be conducted with teachers to review/analyze summative data for monitoring standards mastery and inform instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Water Spring Middle School will increase student performance in Mathematics with the Learning Gains of the Lowest 25 percent by focusing on standards-based instruction, progress monitoring student mastery of standards, and integrating SEL practices with students. This focus was determined from a simulated school grade from 2018-19 that included students residing within the approved attendance zone for Water Spring Middle School.
Measurable Outcome:	Water Spring Middle School will increase the performance of students in the Lowest 25% of Mathematics from 52% to 59%. This focus was determined from a simulated school grade based on 2018-19 students residing within the approved attendance zone for Water Spring Middle School..
Monitoring:	The Assistant Principal supervising Mathematics and the Math Coach will monitor the progress of Algebra 1 and Geometry classes throughout the school year. They will determine the effectiveness of instructional strategies and achievement of students based upon formative and summative assessments for each unit of study as well as progress monitoring assessments three times per year. This will be accomplished through classroom walks and observations, participation in weekly PLC meetings, and analysis of student data, as available.
Person responsible for monitoring outcome:	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)
Evidence-based Strategy:	The evidence based strategy being implemented for this area of focus is organizing students into appropriate groups to facilitate the processing of new content based upon The Art and Science of Teaching Framework by Robert Marzano.
Rationale for Evidence-based Strategy:	This strategy supports the OCPS 2025 strategic plan objective of high expectations for student learning. Organizing students into appropriate groups to facilitate the processing of new content will allow students to engage in learning by interacting in small groups to process and understand new knowledge.

Action Steps to Implement

Teachers will be provided professional development on organizing students into appropriate groups to facilitate the processing of new content to guide their planning.

Person Responsible	Sara Slimick (slimick-sara.slimick@ocps.net)

The leadership team will conduct classroom walks and observations, provide teachers with constructive feedback on instructional strategies ensure lessons are on the trajectory to/reach the level of rigor of learning required by the standard.

Person Responsible	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)

The Math Coach will utilize coaching cycles, as needed, to assist teachers that need support with instructional strategies and provide targeted professional development. Teachers will have multiple opportunities to conduct peer observations.

Person Responsible	Sara Slimick (slimick-sara.slimick@ocps.net)

Teachers will utilize their common/collaborative planning time to develop lessons that include effective instructional strategies and assessments for all students.

Person Responsible Brian Sanchez Corona (brian.sanchezcorona@ocps.net)

PLC groups will review summative data at the end of each unit as well as data from the Progress Monitoring Assessments to monitor student mastery of standards and inform instructional practices moving forward.

Person Responsible Sara Slimick (slimick-sara.slimick@ocps.net)

The Assistant Principal supervising Mathematics and the Math Coach will conduct data chats throughout the school year with teachers. Teachers, coaches, and/or administrators will conduct data chats throughout the school year with students.

Person Responsible Brian Sanchez Corona (brian.sanchezcorona@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Water Spring Middle School will increase performance of our Students with Disabilities population on the Federal Percent of Points Index by focusing on student mastery of standards in English Language Arts, Mathematics, Science, and Civics. This focus was determined from school grade data based on 2018-19 school students residing within the approved attendance zone for Horizon High School.
Measurable Outcome:	Water Spring Middle School will increase the performance of Students with Disabilities to 42%. This focus was determined from school grade data based on 2018-19 school students residing within the approved attendance zone for Water Spring Middle School.
Monitoring:	The administrators supervising ELA, Mathematics, Science, and Civics as well as the instructional coaches will monitor the progress of state tested content areas throughout the school year. They will determine the effectiveness of instructional strategies and achievement of students based upon formative and summative assessments for each unit of study as well as progress monitoring assessments three times a year. This will be accomplished through classroom walks and observations, participation in weekly PLC meetings, and analysis of student data as available.
Person responsible for monitoring outcome:	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)
Evidence-based Strategy:	The evidence based strategy being implemented for this area of focus is organizing students into appropriate groups to facilitate the processing of new content based upon The Art and Science of Teaching Framework by Robert Marzano.
Rationale for Evidence-based Strategy:	This strategy supports the OCPS 2025 strategic plan objective for high expectations for student learning. Organizing students into appropriate groups to facilitate the processing of new content will allow students with disabilities to actively participate in small groups with other students and assist students with disabilities in processing and understanding new knowledge.

Action Steps to Implement

Teachers will be provided professional development on organizing students into appropriate groups to facilitate the processing of new content to guide their planning and instruction. Teachers will also learn about providing accommodations as indicated in individualized education plans to assist students in maximizing their learning potential.

Person Responsible	Sara Slimick (slimick-sara.slimick@ocps.net)

The leadership team will conduct classroom walks and observations, provide teachers with constructive feedback on instructional strategies ensure lessons are on the trajectory to/reach the level of rigor of learning required by the standard.

Person Responsible	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)

The leadership team will utilize coaching cycles, as needed, to assist teachers that need support with instructional strategies and provide targeted professional development. Teachers will have multiple opportunities to conduct peer observations.

Person Responsible	Sara Slimick (slimick-sara.slimick@ocps.net)

Teachers will utilize their common/collaborative planning time to develop lessons that include effective instructional strategies and assessments for students with disabilities.

Person Responsible Sara Slimick (slimick-sara.slimick@ocps.net)

PLC groups will review summative data at the end of each unit as well as data from the Progress Monitoring Assessments to monitor mastery of standards for students with disabilities and inform instructional practices moving forward.

Person Responsible Sara Slimick (slimick-sara.slimick@ocps.net)

The leadership team will conduct data chats throughout the school year with teachers about students with disabilities. Teachers, coaches, and/or administrators will conduct data chats throughout the school year for students with disabilities so they can better understand what they have achieved and what to focus on moving forward.

Person Responsible Brian Sanchez Corona (brian.sanchezcorona@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Water Spring Middle School will establish and cultivate a school-wide approach to Social Emotional Learning (SEL) with support of all stakeholders. The Social Emotional Learning Leadership (SELL) program will facilitate students' positive attitudes towards school and their own well-being. This focus was determined based upon the how education changed during the pandemic and the support students will need as they transition back to attending school in person.
Measurable Outcome:	Teachers will develop an increased understanding of SEL, how SEL effects students and impacts their learning leading to improved engagement in the learning process and overall academic achievement. This focus was determined based upon the how education changed during the pandemic and the support students will need as they transition back to attending school in person.
Monitoring:	The leadership team will monitor the progress of SEL throughout the school year through professional development deliverables, classroom observations, and analysis of SEL survey data from staff, parents, and students.
Person responsible for monitoring outcome:	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)
Evidence-based Strategy:	The evidence based strategy being implemented for this area of focus is helping to process new content, based upon The Art and Science of Teaching Framework by Robert Marzano.
Rationale for Evidence-based Strategy:	This strategy supports the OCPS 2025 strategic plan objective for student social and emotional well-being. Organizing students into appropriate groups to facilitate the processing of new content will allow students to interact in small groups (via applications or face-to-face) in order to process and understand new knowledge. This will allow the development of character and social-emotional skills, increasing students' positive perceptions of classroom and school-wide culture.

Action Steps to Implement

Select members of the Social Emotional Learning Leadership (SELL) team for the 2021-22 school year.

Person Responsible	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)

SELL team members will provide professional development to faculty on SEL and the effects of SEL on learning and achievement throughout the school year.

Person Responsible	Sara Slimick (slimick-sara.slimick@ocps.net)

Offer SEL sessions to families, both in-person and virtually, so parents and students can discuss topics related to social emotional learning and how it impacts student learning.

Person Responsible	Sara Slimick (slimick-sara.slimick@ocps.net)

Communicate and reinforce the premise that faculty and staff promote students' positive attitudes towards school and their own well-being and its positive impact on academic achievement.

Person Responsible	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)

Additional Schoolwide Improvement Priorities

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

No data is available as this is a new school for the 2021-22 school year.

Part IV: Positive Culture & Environment

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

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

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

In order to establish a positive school culture and climate, the school will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from the school, which includes a mental health designee, attend the district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. The school leadership team will collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine
next steps.

Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

In addition to the district initiatives listed above, Water Spring Middle is in the process of developing a positive culture and environment as a newly formed school. A four pronged approach has been taken to the success of this process, including stakeholder feedback, targeted hiring practices, social emotional learning, and incorporation of the Renaissance program with stakeholders. Initially, stakeholders were surveyed twice during the planning/building phase of the school to find out what word they would hope describes the culture of the school. They were also asked what attributes/characteristics they would like the faculty and students to embody. Stakeholders were also asked about traditions they hope to see honored at school and what they think makes a school a special place. Responses from these surveys were analyzed and

incorporated into the opening plan for this school year, including the branding of the school. During the hiring process, the leadership team implemented a flipped interview process, where prospective candidates were asked to read an article and prepare a response to the first interview question prior to the interview. The article focused on social emotional learning and the question centered around establishing a positive culture in their classroom as well as what they plan to do when returning to the classroom at the beginning of the school year. Candidates hired provided thoughtful responses that took social emotional learning into consideration and focused on relationships with students.

Leading up to the opening of the school, the leadership team worked to build capacity in regards to social emotional learning with new staff members. Administration began creating a sense of community through virtual then in person social gatherings so staff members could become acquainted with one another. Next, school staff members participated in community events to connect with students, families and stakeholders. The school proceeded to begin weekly email communication with school families providing them with information about the school and updates regarding the start of the new school year.

Once the school year begins, Water Spring Middle will launch the Renaissance program on campus. This program is meant to promote a positive culture and climate throughout the school by recognizing students, faculty, and staff for their efforts in academics, arts, athletics, and activities on campus. There will also be a component of recognition that includes parents, community members, and partners in education.

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

Parents will participate in PTSO and SAC, providing input and feedback to the school about experiences their students are having on campus. Students will participate in the Renaissance program and engage in extracurricular activities, such as clubs and sports. Faculty/Staff/Administrators will incorporate social emotional learning strategies in the classroom and across campus as they interact with others. They will develop relationships with students that result in building trust. Community members and Partners in Education will provide resources and support for the school that will facilitate the development of a positive culture and
environment promoted by the stakeholders as listed above.