Water Spring Middle School

2022-23 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: 1/1/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
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: A (62%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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

[no web address on file]

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	31%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2021-22	2020-21
Grade	A	

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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways 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
Sanchez Corona, Brian	School Administrator	All school functions and content areas.

Demographic Information

Principal start date
Friday 1/1/2021, Brian Sanchez Corona

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.*
0

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.*
0

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
624

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
16

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	211	201	211	0	0	0	0	623
Attendance below 90 percent	0	0	0	0	0	0	45	34	36	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	2	17	28	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	0	5	2	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	35	33	41	0	0	0	0	109
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	41	29	33	0	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	3	2	0	0	0	0	5

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	32	31	41	0	0	0	0	104

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/4/2022

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	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	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	7	13	11	0	0	0	0	31

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	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	

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	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	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	7	13	11	0	0	0	0	31

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	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	

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	60%	49%	50%					52%	54%
ELA Learning Gains	57%							52%	54%
ELA Lowest 25th Percentile	51%							45%	47%
Math Achievement	60%	36%	36%					55%	58%
Math Learning Gains	55%							55%	57%
Math Lowest 25th Percentile	54%							50%	51%
Science Achievement	65%	55%	53%					51%	51%
Social Studies Achievement	84%	61%	58%					67%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

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

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

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

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	11	50	52	16	40	36	27	50			
ELL	47	58	55	56	55	44	58	84	72		
ASN	59	50		94	82						
BLK	59	58		58	64		62	80			
HSP	54	57	48	54	54	56	64	83	73		
MUL	65			65	70						
WHT	67	60	60	63	51	46	65	89	70		
FRL	54	54	34	52	51	52	59	78	64		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
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	62
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	59
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	71
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	64
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	60
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	67
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	63
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	55
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?

Though rates can always be improved, all subgroup areas, except one, ranged from adequate to strong. Students with disabilities (ESE) will require more differentiated attention this school year, however.

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

Supports and systems supporting the lowest performing 25% in English Language Arts and Mathematics will be amended and fine tuned. Students with disabilities will be more closely monitored for necessary interventions.

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 included reduced support staff due to being a relatively small new school at a temporary location. Water Spring Middle School is starting this school year off with a complete instructional leadership team addressing instructional supports.

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

Based on Progress Monitoring, science was observed to have the most improvement from Progress Monitoring Activates 1-3 when compared to state testing data.

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

Professional Learning Community (PLC) collaboration and common planning helped science teachers refine instruction and target deficiencies. Re-tests and test corrections were implemented school-wide.

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

Systems will be implemented to increase achievement and learning gains in all areas including re-test opportunities, test corrections, standards-based grading, and dynamic targeted teacher intervention groups.

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.

Based on systems being implemented, all staff will receive on-going professional development pertaining to monitoring for the desired effect and revision of student knowledge contextualized for each content area.

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

We will build upon monitoring for the desired effect and revisions of student knowledge instructional startegies and move to more school-wide professional development pertaining to more high-yield evidence-based startegies.

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

:

#1. ESSA Subgroup specifically relating to 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.**	Students with disabilities subgroup was observed to be at 35%. Our goal, via targeted supports and systems, will be 45%.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students with disabilities subgroup was observed to be at 35%. Our goal, via targeted supports and systems, will be 45%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will broaden the range of supports, provide individual teacher feedback based on progress monitoring performance, implement targeted push-in and pull-out sessions, and track student progress from each progress monitoring activity.
Person responsible for monitoring outcome:	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Water Spring Middle School will implement differentiated small intervention groups (push-in and pull-out with four dedicated teachers) and track student progress from each performance monitoring activity. Tracking will be used for interventions, tutoring, remediation, and enrichment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By tracking student progress with purpose of immediate action, we will support a continuous and robust MTSS (response to intervention) cycle.

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.

Water Spring Middle School support staff will track individual student data and trends from each progress monitoring activity. We will use these data to construct and targeted groups.

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

#2. 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.**	From past data, 57% of all student were observed to have learning gains in English Language Arts; 51% of the lowest performing students were observed to demonstrate learning gains. Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The goals for both general and lower 25% performing students learning gains will be 60% for both.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Instructional coach and leadership team will monitor standard mastery in English Language Arts for all students. Targeted interventions will be compiled and implemented using Tier 1 Teachers (push-in/pull out).
Person responsible for monitoring outcome:	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Water Spring Middle School will implement differentiated small intervention groups (push-in and pull-out with four dedicated teachers) and track student progress from each performance monitoring activity. Tracking will be used for interventions, tutoring, remediation, and enrichment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By tracking student progress with purpose of immediate action, we will support a continuous and robust MTSS or (response to intervention) cycle.

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.

Water Spring Middle School support staff will track individual student data and trends from each progress monitoring activity. We will use these data to construct and targeted groups.

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

#3. 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.	From past data, 60% of all student were observed to have learning gains in Mathematics; 55% of the lowest performing students were observed to demonstrate learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goals for both general and lower 25% performing students learning gains will be 63% for both.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional coach and leadership team will monitor standard mastery in Mathematics for all students. Targeted interventions will be compiled and implemented using Tier 1 Teachers (push-in/pull out).
Person responsible for monitoring outcome:	Brian Sanchez Corona (brian.sanchezcorona@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Water Spring Middle School will implement differentiated small intervention groups (push-in and pull-out with four dedicated teachers) and track student progress from each performance monitoring activity. Tracking will be used for interventions, tutoring, remediation, and enrichment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By tracking student progress with purpose of immediate action, we will support a continuous and robust MTSS or (response to intervention) cycle.

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.

Water Spring Middle School support staff will track individual student data and trends from each progress monitoring activity. We will use these data to construct and targeted groups.

Person Responsible   Brian Sanchez Corona (brian.sanchezcorona@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.

In order to establish a positive school culture and climate, the school will engage in ongoing, district-wide professional learning on leveraging positive culture and environment as well as leadership for student success. Through a distributive leadership model, schools will target variables pertaining to positive culture and environment 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 and environment 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, will attend the district-wide professional learning throughout the year. The core team will work 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 continued 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 culture and environment, 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 and focused on positive relationships with students.

Leading up to the opening of the school, the leadership team worked to build capacity in regards to positive culture and environment 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.

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

Parents will participate in PTSO and SAC, providing input and feedback to the school about experiences their students are having on campus. Faculty/Staff/Administrators will incorporate strategies to promote positive culture and environment 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.