Orlando Gifted Academy

2022-23 Schoolwide Improvement Plan

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Orlando Gifted Academy

1121 N FERN CREEK AVE, Orlando, FL 32803

[no web address on file]

Demographics

Principal: Sean Magu IR E

Start Date for this Principal: 7/27/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 2-8
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)	28%
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 (84%) 2018-19: A (77%) 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	N/A
* 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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1121 N FERN CREEK AVE, Orlando, FL 32803

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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)
Combination School 2-8	No	28%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Maguire, Sean	Principal	Orlando Gifted Academy principal, Sean Maguire, is an instructional leader who ensures rigorous, standards-based instruction takes place on a daily basis. He leads the school and ensures faculty and staff are working towards the missions that OCPS has established and set forth. Additionally, he ensures that academically appropriate challenges are provided to all students. Sean Maguire supports continuous professional development for all teachers. He also oversees schoolwide safety and efficient operations and is in constant communication and collaboration with the surrounding community and its stakeholders.
Hale, Andrea	Assistant Principal	The Assistant Principal (AP) provides teachers with observations and feedback to improve their effectiveness in the classroom. She in charge of Scheduling, facilities and emergency drills at our school and helps create a safe learning and working environment for all staff and students. She assists with discipline. The AP provides support to students, staff, and parents. This role is monitored through discussions during the leadership team meetings and sharing at PLC meetings.
Scheid-Atkins, Ericka	Behavior Specialist	Ms. Scheid, Behavior Specialist/School Designee. Ms. Scheid is an instructional leader who supports all of the principal's initiatives. She works closely with our ESE population and assists teachers with implementing behavior plans and working on the MTSS process. She develops and maintains our school wide discipline and behavior plan with the members of our leadership team.
Diaz, Karen	Instructional Coach	Ms. Hale is the Instructional Coach/School Designee. She provides professional development on research based instructional practices. Additionally, Ms. Hale provides teachers feedback using the Marzano Framework. Ms. Hale collaborates with teachers during planning and provides strategies to improve their pedagogy. She works closely with teachers to ensure they are using the instructional materials that support best practices .
White, Zenia	School Counselor	Ms. White provides individual and group counseling to students. Additionally, she is the mental health designee and oversees the Threat Assessment Team. Ms. White also provides classroom guidance lessons and assists teachers with understanding students with social and emotional concerns.
Gentry-Michelson, Cynthia	Staffing Specialist	The staffing specialist coordinates all student staffing documentation, progress monitoring and meetings. Ms. Gentry is our Section 504, Individualized Educational Plan (IEP) and Educational Plan (ERP) manager. She is also the MTSS Coordinator. She works with teachers and provides strategies to ensure student's needs are being met.

Demographic Information

Principal start date
Wednesday 7/27/2022, Sean Magu IR E

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
387

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.
8

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	22	42	43	59	52	56	44	0	0	0	0	318
Attendance below 90 percent	0	0	0	4	8	8	3	12	10	0	0	0	0	45
One or more suspensions	0	0	0	0	1	0	1	4	0	0	0	0	0	6
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	3	1	0	0	0	0	0	4
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	0	1	1	0	0	0	0	2

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	11	41	48	64	46	58	46	0	0	0	0	314
Attendance below 90 percent	0	0	0	2	4	1	1	5	2	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	7	2	0	0	0	0	9
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	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of 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	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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	11	41	48	64	46	58	46	0	0	0	0	314
Attendance below 90 percent	0	0	1	2	4	1	1	5	2	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	7	2	0	0	0	0	9
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	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of 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	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	96%	57%	55%				96%	62%	61%
ELA Learning Gains	70%						66%	60%	59%
ELA Lowest 25th Percentile	78%						79%	55%	54%
Math Achievement	95%	41%	42%				93%	61%	62%
Math Learning Gains	73%						66%	60%	59%
Math Lowest 25th Percentile	80%						45%	54%	52%
Science Achievement	89%	57%	54%				96%	56%	56%
Social Studies Achievement	98%	63%	59%					74%	78%

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
02	2022					
	2019					
Cohort Comparison						
03	2022					
	2019	98%	55%	43%	58%	40%
Cohort Comparison		0%				
04	2022					
	2019	95%	57%	38%	58%	37%
Cohort Comparison		-98%				
05	2022					
	2019	96%	54%	42%	56%	40%
Cohort Comparison		-95%				
06	2022					
	2019					
Cohort Comparison		-96%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
02	2022					
	2019					
Cohort Comparison						
03	2022					
	2019	93%	62%	31%	62%	31%
Cohort Comparison		0%				
04	2022					
	2019	91%	63%	28%	64%	27%
Cohort Comparison		-93%				
05	2022					
	2019	96%	57%	39%	60%	36%
Cohort Comparison		-91%				
06	2022					
	2019					
Cohort Comparison		-96%				
07	2022					

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	96%	54%	42%	53%	43%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-96%				
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					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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	90			90							
ASN	96	71		96	88						
BLK	83	72	73	88	60	62	76	100			
HSP	97	69	69	95	62	79	88	94	73		
MUL	100	70		100	82						
WHT	99	70	86	96	79	86	93	100	77		
FRL	92	74	76	94	69	76	88	92	73		
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	100			100							
BLK	91	75		87	60						
HSP	96	69	64	92	54		80				
MUL	100			100							
WHT	97	78	86	92	71	67	100	100			
FRL	93	70		90	45		100	100			
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
BLK	93			87							
HSP	100	74		93	65						
WHT	94	62		93	57	36	100				
FRL	92	65		92	71						

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)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	84
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	754
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	90
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	88
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	77
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	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	88
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	87
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	82
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?

Student's academic performance in the areas of ELA, Math and Science improved over the course of the year. Teachers used the data to differentiate and drive their instruction.

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

Based off progress monitoring, Math and Writing are the areas for the greatest improvement.

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

Students are lacking many of the foundational skills required for higher levels of Math and skills related to the Writing process. The new actions that will be taken will be the implementation of a daily Math

intervention/Math enrichment block. Additionally, teachers will utilize supplemental writing lessons and assessments from Write Score to assist with building foundational writing skills.

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

ELA showed the most improvement.

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

Teachers incorporated Junior Great Books curriculum, DBQ's, Project Based Learning and the Sadlier Vocabulary workbooks which increased students interaction with non-fiction text. Additionally, teachers used small group instruction to help develop overall reading skills.

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

Acceleration will take place during the Math enrichment block and the ELA enrichment block. Students will have the opportunity to work on skills that are high level. Teachers will incorporate higher order thinking questions to ensure students are engaged in deeper levels of the state standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development in the area of differentiation will take place throughout the school year for teachers that have a direct impact on ELA and Math. Additionally, district personnel will provide support in the area of differentiation in all core areas.

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

The use of the continuous improvement model will be utilized to ensure progress is sustained in the next school year.

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 Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	All students who attend Orlando Gifted Academy are gifted, however students are on various academic achievement levels. In order to meet the needs of all students, teachers will utilize strategies to ensure lessons are differentiated.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Core subject area Spring assessments will increase by 3 percentage points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The subject area leadership team members will collaborate with teachers during weekly collaborative planning to discuss lessons and strategies. Additionally, subject area leadership team members will conduct classroom walkthroughs to ensure strategies are being implemented.
Person responsible for monitoring outcome:	Sean Maguire (sean.maguire@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy that will be implemented will be the use of small group instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Small group instruction provides an opportunity for re-teach with struggling learners and provides an opportunity to extend the thinking or skills of advanced learners.

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.

Ensure every teacher has materials to address the needs of all learners in the class.

Person Responsible	Sean Maguire (sean.maguire@ocps.net)

Weekly collaborative planning and utilization of STEM

Person Responsible	Andrea Hale (andrea.hale@ocps.net)

#2. Positive Culture and Environment specifically relating to Social and Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Looking at the Social and Emotional well-being of our middle school students through Character Lab data, we noticed that students were not thriving in areas that meet the emotional and social aspects of their lives. Students responses indicate on average of 6.3 on a 10 point scale, that they can be themselves and fit in at school. Only 61% of our students indicated that they were satisfied with their life overall.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	During the 2022-2023 school year, implementing all components of the Character Lab, we intend to increase these numbers from 6.3 to 7 on a 10 point scale for Social Thriving and increase the emotional well-being from 61% to 70%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be provided with 8-10 minutes weekly to work on Character Lab Playbooks. Students will be provided with opportunities of growth to better help these areas of need. Teachers will monitor to ensure students are engaged in the lessons provided.
Person responsible for monitoring outcome:	Zenia White (zenia.white@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	This ongoing research activity provides students with an increased awareness of how to better enhance different aspects of their lives according to how they answered particular questions. Character Lab Playbooks work with student needs and help them build grit while helping them learn about themselves.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Character Lab provides scientific evidence actionable for teachers to assist students in ensuring they thrive using the evidence-based resources. This ongoing research activity provides students with an increased awareness of how to better enhance different aspects of their lives according to how they answered particular questions. Character Lab Playbooks work with student needs and help them build grit while helping them learn about themselves.

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.

Students will take the 30-minute assessment through Character Lab three times per year. Students will use Playbooks assigned to them during Academic Studies at least one time per week for 8-10 minutes.

Person Responsible Andrea Hale (andrea.hale@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.

Orlando Gifted Academy will utilize the strategies aligned with the Caring School Community Curriculum. Teachers were provided a training on CSC during pre-planning and will continue to receive training throughout the school year to learn more about implementing the strategies and components with fidelity. Caring School Community offers structures and practices that build classroom and school-wide community while fostering students' social and emotional skills. We will focus on the whole school community which includes all staff. Teachers will begin each day with a morning meeting and conduct lessons that focus on student's social and emotional well being.

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

All staff are responsible for promoting a positive culture and environment while using the academic language associated with the Caring School Community Curriculum.