

Brevard Public Schools

Ocean Breeze Elementary School



2022-23 Schoolwide Improvement Plan

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Ocean Breeze Elementary School

1101 CHEYENNE DR, Indian Harbour Beach, FL 32937

<http://www.ocean.brevard.k12.fl.us>

Demographics

Principal: Shelley Michaud

Start Date for this Principal: 7/9/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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)	26%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (74%) 2018-19: A (73%) 2017-18: A (63%)
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 is pending approval by the Brevard 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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Ocean Breeze Elementary School

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<http://www.ocean.brevard.k12.fl.us>

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)
Elementary School PK-6	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

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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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.

Ocean Breeze Elementary School's mission is to develop motivated and confident life-long learners who are prepared for future challenges (updated 2019).

Provide the school's vision statement.

Our vision is to maintain a safe, respectful, and inclusive school community where responsibility for learning is shared, and everyone counts. Ocean Breeze will nurture and encourage every child to discover personal strengths and talents, develop a passion for learning, and acquire the skills to be a creative and collaborative problem solver. (updated 2019).

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
Michaud, Shelley	Principal	Oversee the day to day operations of the school including: fiscal monitoring, data analysis, supervision & evaluation, curriculum & instructional planning, behavior management, facilitate collegiality & collaboration, engage stakeholders, talent & recruitment management, and all other duties necessary in building leadership.
Hill-Brodigan, Elizabeth	Assistant Principal	Assist the principal in the oversight the day to day operations of the school including: fiscal monitoring, data analysis, supervision & evaluation, curriculum & instructional planning, behavior management, facilitate collegiality & collaboration, engage stakeholders, talent & recruitment management, and all other duties necessary in building leadership.
Del Vecchio, Francine	Reading Coach	Support staff with the collection & analysis of student data to inform instructional decisions & promote student growth & performance. Model and support best practice in literacy instruction. Facilitate data & assessment meetings, and provide intervention or intervention support to substantially deficient students.

Demographic Information

Principal start date

Monday 7/9/2018, Shelley Michaud

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.*

6

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.*

11

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

550

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

1

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

4

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	74	69	73	85	84	78	77	0	0	0	0	0	0	540
Attendance below 90 percent	2	6	10	9	8	9	4	0	0	0	0	0	0	48
One or more suspensions	0	0	1	2	0	1	0	0	0	0	0	0	0	4
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	8	3	1	1	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	7	5	1	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	0	13	10	7	7	0	0	0	0	0	0	37

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	1	0	0	0	0	0	1	0	0	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	1	1	0	1	1	0	0	0	0	0	0	0	0	4
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

Wednesday 9/21/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	72	84	81	69	79	79	0	0	0	0	0	0	527
Attendance below 90 percent	7	1	5	2	5	6	8	0	0	0	0	0	0	34
One or more suspensions	0	0	0	0	0	1	1	0	0	0	0	0	0	2
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	4	7	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	0	0	0	0	0	0	6
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	1	2	0	0	0	0	1	0	0	0	0	0	0	4

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	1	3	3	1	0	0	1	0	0	0	0	0	0	9
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	63	72	84	81	69	79	79	0	0	0	0	0	0	527
Attendance below 90 percent	7	1	5	2	5	6	8	0	0	0	0	0	0	34
One or more suspensions	0	0	0	0	0	1	1	0	0	0	0	0	0	2
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	4	7	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	0	0	0	0	0	0	6
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	1	2	0	0	0	0	1	0	0	0	0	0	0	4

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	1	3	3	1	0	0	1	0	0	0	0	0	0	9
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	77%	61%	56%				80%	62%	57%
ELA Learning Gains	72%						68%	60%	58%
ELA Lowest 25th Percentile	69%						65%	57%	53%
Math Achievement	81%	49%	50%				81%	63%	63%
Math Learning Gains	79%						79%	65%	62%
Math Lowest 25th Percentile	69%						65%	53%	51%
Science Achievement	74%	60%	59%				76%	57%	53%

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	43	68	67	45	56	50	29				
HSP	78	87		68	78	75	70				
MUL	82	82		94	82						
WHT	77	71	67	82	79	66	79				
FRL	70	74	72	75	77	79	71				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	43	58		48	47		62				
HSP	76	55		71	64						
MUL	82	62		77	77						
WHT	77	79	76	76	75	59	76				
FRL	65	69	62	65	65	44	63				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	51	55	52	57	67	64	40				
HSP	88	78		92	76						
MUL	88	82		71	82						
WHT	81	67	67	84	81	73	75				
FRL	73	68	64	73	66	59	61				

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
OVERALL Federal Index – All Students	74
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	521
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51

Students With Disabilities	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	76
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	85
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	74
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	74
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?

While our overall learning gains have increased for our SWD population, our overall ELA and math achievement for SWDs has remained stagnate at 43% for ELA and decreased in math over the past two years from 48% to 45%.

Additionally, our third grade ELA scores were lowest among the 6 schools in our local comparison group. All schools were using the same core curriculum, however our third graders performed lowest in ELA.

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

Our SWD overall achievement in ELA stayed stagnate at 43% and SWD math dropped from 48% to 45%.

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

In 2017-18, our SWD subgroup was targeted by the State for support and intervention in ELA. While we've main steady progress with the subgroup and have not been targeted for S & I since, our overall achievement is not growing.

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

Math achievement, Math LG's, & Math LG's lowest 25% showed the greatest improvement. Math was a primary SIP focus last year.

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

21-22 SIP focus area in math, learning walks highlighted math, PDD on math strategies, and ASP/ESSER math opportunities/tutoring.

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

1) Strong T2 & T3 interventions for all, 2) Regular review of student performance data and altered interventions to address gaps, 3) Integrity of ELA standards based instruction, and 4) Effective use of intervention time focused on specific student deficit areas.

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.

PD to introduce and implement the 5 Core Components, Examples of the 5 Core Components (videos from PPT), Team planning time to ensure integrity and consistency in lesson plans and quality instructional resources, and PD on Lexia and usage/information to support T2 & 3 interventions.

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

Consider iReady Magnetic Readers, continued focus on instructional materials and consistency in implementation.

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.

In the 2017-2018 school year, OBE was targeted for support and intervention for our SWD subgroup in ELA. While we have not been targeted for SI since, our SWD population has not made growth in overall ELA achievement and decreased in math overall achievement in the past two years. This is in spite of restructuring our ESE programming to include inclusive scheduling as trained by Bill Pearlman from FDLRS. Even though learning gains have been made, our students with disabilities have not made significant gains in overall ELA or math proficiency.

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

The percentage of SWD students meeting proficiency in ELA and math will increase 2% as measured on FAST PM (PM1 to PM3) in 3rd to 6th grade.

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

Monthly data meetings
 -Intervention data and action based on decision trees
 -Lexia data (T2 & 3)
 -iReady diagnostic & myPath data
 -ESE progress reports/progress on goals and objectives
 -FAST progress monitoring

Person responsible for monitoring outcome:

[no one identified]

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

ESE teachers will provide push in services for ELA & math (inclusive scheduling), particularly in the to the maximum extent according to student needs.
 -SWD students will be provided tiered interventions according to the MTSS process and decision trees.
 -SWD students will use Lexia intervention weekly to support instruction
 -ESE & Gen ed. teachers will meet to analyze student data, discuss student growth, differentiate materials, and team plan.
 -Scaffolding of instruction to fill gaps.
 -Standards Mastery (i-Ready)- teachers will adhere to Benchmark units/standards focus document/pacing guides & implement with fidelity.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy.

These strategies have assisted us in not being TS & I by the State, as we were in 2018. Still feeling the impact of the pandemic, it is critical we continue to build on tiered interventions and acceleration for our SWD population.

Describe the resources/ criteria used for selecting this strategy.

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.

- Tiered interventions during SMART (intervention time).
- 5 Core Components training and focus
- Scaffolding of instruction to fill gaps.
- Standards Mastery (i-Ready)- teachers will adhere to curriculum units/standards focus document/pacing guides.
- Observations looking for task alignment with standards

Person Responsible Shelley Michaud (michaud.shelley@brevardschools.org)

- Observations looking for task alignment with standard
- Scheduling to promote efficiency for ESE staff support

Person Responsible Elizabeth Hill-Brodigan (hill-brodigan.elizabeth@brevardschools.org)

- Target top 50% of level 2's for acceleration and intervention
- Performance Matters data shared at regular data meetings to target level 2's.
- Completion of 30-45 mins. per week/per subject on iReady MyPath.
- Regular review of Lexia T2 & T3 data.
- Regular review, training, & feedback on Lexia lessons and performance data.

Person Responsible Francine Del Vecchio (delvecchio.francine@brevardschools.org)

#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.

Our third graders scored 68 percent proficient in ELA achievement. This is the lowest Ocean Breeze 3rd grade score in the last 6 testing years. This is also the lowest score among the 6 local beachside schools in our comparison group (Gemini to Sea Park). 2021-2022 was the first year that all BPS elementary schools were using the same instructional materials, standardized resources, and implementing the pacing guides with fidelity.

Measurable**Outcome:**

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

At least 70% of third and fourth graders will score proficient in ELA achievement as measured by the FAST PM3.

Monitoring:

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

Benchmark unit assessments
FAST progress monitoring
Lexia usage and growth for T2 & T3 students
Classroom instructional walks in ELA
iReady My Path data

Person responsible for monitoring outcome:

Shelley Michaud (michaud.shelley@brevardschools.org)

Evidence-based**Strategy:**

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

Delivery of daily standards aligned lessons, tasks, and assessments aligned to the Standards Focus Documents/Pacing Guides and Benchmark units.

Rationale for Evidence-based**Strategy:**

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

The rationale for this strategy is that providing standards based curriculum aligned ELA lessons with integrity, Ocean Breeze third graders should perform consistently and competitively with grade level beachside counterparts.

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.

Classroom learning walks will highlight the delivery of daily standards aligned lessons, tasks, and assessments aligned to Standards Focus Document/Benchmark Units/Pacing Guides.

Person Responsible Shelley Michaud (michaud.shelley@brevardschools.org)

Curriculum delivery, alignment, and Benchmark support will strengthen the delivery of standards aligned lessons, tasks, and assessments aligned to Standards Focus Document/Benchmark Units/Pacing Guides. Regular review of assessment & intervention data to determine of areas of need and refinement.

Person Responsible Elizabeth Hill-Brodigan (hill-brodigan.elizabeth@brevardschools.org)

Regular review of assessment & intervention data to determine of areas of need and refinement. Monitoring of Lexia & FAST progress monitoring data to support student growth.

Person Responsible Francine Del Vecchio (delvecchio.francine@brevardschools.org)

Teachers will collaboratively plan standards aligned ELA lessons using Benchmark Advance curriculum and closely follow the pacing guides.

Person Responsible Francine Del Vecchio (delvecchio.francine@brevardschools.org)

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.

- Our school has a Facebook page to keep parents informed about events and happenings.
- We send out a monthly newsletter (Dolphin Digest) via BlackBoard, PeachJar, and FB.
- Event and other information is sent out via PeachJar.
- PTO is incredibly involved and hosts a variety of family engagement activities throughout the year.
- Students are recognized with dolphins & acknowledgment when the show "Dolphins CARE" (Cooperate Achieve, Respect, and Empathize).
- Volunteers are welcomed and acknowledged through VOY awards and a breakfast or luncheon.
- Staff are acknowledged for excellence throughout the year by the PTO and other business partners (breakfasts, lunch, treats, coffee bar, etc....).
- Staff are regularly acknowledged by administrators kudos notes, "I noticed" notes, shout outs via email, Teacher Appreciation Week celebrations, small rewards (can of soda, snack, etc...), etc...
- BFT rep and admins have open communication to address issues presented by staff.
- SAC meets monthly to focus on supporting school improvement.

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

PTO- Family engagement activities, school-wide t-shirts to show our pride, classroom money available for teacher/student needs, celebrations of staff, etc...

SAC- Brainstorms ways to support school improvement

BFT- Open lines of communication

Administrators send out school-wide communications, FB posts, Peach Jar, etc... and work with business partners to bring in treats for staff recognition, etc...