Mary Esther Elementary School

2022-23 Schoolwide Improvement Plan

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Mary Esther Elementary School

320 E MIRACLE STRIP PKWY, Mary Esther, FL 32569

[no web address on file]

Demographics

Principal: Jason Mcclelland   Start Date for this Principal: 3/15/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: A (63%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
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 Okaloosa 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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Mary Esther Elementary School

320 E MIRACLE STRIP PKWY, Mary Esther, FL 32569

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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)
Elementary School PK-5	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

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

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SIP Authority

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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.

Mary Esther Elementary will educate all students to high levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Provide the school's vision statement.

Mary Esther Elementary will develop and prepare ALL students to become successful independent learners and achieve their full potential, where our learning environment is safe, positive, and compassionate, in order to accelerate learning and life skills.

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
McClelland, Jason	Principal	Keep a Safe environment and develop safety protocols, assess teaching methods, monitor student achievement and behavior, encourage parent involvement, keep policies and procedures in place at all time, budget, hire and evaluate staff, facilities, create School Performance Plan, Positive Behavior Coordinator, build master schedule, coordinate threat assessments.
Pickard, Joan	Assistant Principal	Assists in planning, building master schedule, monitor MTSS, assess teaching methods, monitor student achievement, build data from student assessments, encourage family involvement, assist with creating the School Performance Plan, monitor student behavior, tutoring coordinator, website coordinator, retention and summer school coordinator, assist with positive behavior pgrogram, assist with threat assessment, truancy.
Saltsman, Amanda	Instructional Coach	Assist teachers in lesson planning, create and implement professional development for ELA, meet with teachers to assist with standards, assessments and balanced literacy model, meet weakly with administration, meet weakly with teachers, assist with data collection, classroom lesson model.
Amar, Renet	Instructional Coach	Assist teachers in lesson planning, create and implement professional development for Math, meet with teachers to assist with standards, assessments and balanced math model, meet weakly with administration, meet weakly with teachers, assist with data collection, classroom lesson model.

Demographic Information

Principal start date
Tuesday 3/15/2016, Jason Mcclelland

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.*
3

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.*
9

Total number of teacher positions allocated to the school
24

Total number of students enrolled at the school
448

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.
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Number of students enrolled	85	70	70	75	70	63	0	0	0	0	0	0	0	433
Attendance below 90 percent	0	9	13	10	6	12	0	0	0	0	0	0	0	50
One or more suspensions	0	0	1	1	2	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	2	7	11	7	5	0	0	0	0	0	0	0	32
Course failure in Math	0	1	4	19	11	5	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	16	10	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	18	17	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	1	6	16	10	0	0	0	0	0	0	0	33

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	1	7	13	19	16	0	0	0	0	0	0	0	56

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	1	1	6	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 9/2/2022

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	72	66	86	74	70	78	0	0	0	0	0	0	0	446
Attendance below 90 percent	1	13	8	8	11	7	0	0	0	0	0	0	0	48
One or more suspensions	0	1	0	3	0	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	11	7	5	6	6	0	0	0	0	0	0	0	35
Course failure in Math	0	10	5	13	11	8	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	13	13	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	18	13	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	0	0	8	8	5	0	0	0	0	0	0	0	21

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	11	6	6	9	7	0	0	0	0	0	0	0	39

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	3	2	1	1	0	0	0	0	0	0	0	0	7
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	72	66	86	74	70	78	0	0	0	0	0	0	0	446
Attendance below 90 percent	1	13	8	8	11	7	0	0	0	0	0	0	0	48
One or more suspensions	0	1	0	3	0	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	11	7	5	6	6	0	0	0	0	0	0	0	35
Course failure in Math	0	10	5	13	11	8	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	13	13	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	18	13	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	0	0	8	8	5	0	0	0	0	0	0	0	21

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	11	6	6	9	7	0	0	0	0	0	0	0	39

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	3	2	1	1	0	0	0	0	0	0	0	0	7
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	54%	61%	56%				58%	67%	57%
ELA Learning Gains	54%						60%	64%	58%
ELA Lowest 25th Percentile	42%						50%	57%	53%
Math Achievement	55%	47%	50%				70%	73%	63%
Math Learning Gains	66%						78%	70%	62%
Math Lowest 25th Percentile	55%						68%	60%	51%
Science Achievement	45%	63%	59%				60%	62%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	66%	-21%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	55%	67%	-12%	58%	-3%
Cohort Comparison		-45%				
05	2022					
	2019	66%	67%	-1%	56%	10%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	73%	-21%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	70%	74%	-4%	64%	6%
Cohort Comparison		-52%				
05	2022					
	2019	76%	71%	5%	60%	16%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	63%	-9%	53%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

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	32	48	40	30	50	50	44				
ELL	33	48		45	65	36					
BLK	38	38	30	34	59	69	11				
HSP	38	56	40	51	73	45					
MUL	52	82		57	42						
WHT	68	54		66	71		63				
FRL	47	47	36	48	63	52	30				
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	27	53		20	35		7				
ELL	29			33			10				
BLK	42	67		32	33		17				
HSP	43			43							
MUL	50	62		42	46		33				
WHT	62	54		73	81		57				
FRL	47	47	70	48	50	50	32				
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	23	50	50	31	60	62					
ELL	40	62	40	60	82						
BLK	37	54	60	56	77	72	32				
HSP	42	57		68	82						
MUL	53	59		70	88		70				
WHT	70	60	50	77	73	57	68				
FRL	50	57	50	63	75	69	48				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54

ESSA Federal Index	
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	59
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	48
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	
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
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	58
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	64
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	48
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?

Comparing across years from the 19 SY to the 22 SY in ELA the percent proficient for the total population has declined slightly by 3.8 %. For the same time period, for Economically Disadvantage the decline was 2.8%, for English Language Learners (ELL) the decline was 6.4%, and for Black/African Americans there was an increase of 1.4%. Comparing across years from 19 SY to 22 SY in math the percent proficient for the total population has declined by 15.1%, which is 5 times the decline for ELA. For the same time period, for Economical Disadvantaged the decline was 15.2, for ELL the decline was 14.5%, and for Black/African Americans the decline was 22%. For discipline the percentage of students with in school suspension for the total population has stayed close to the same ratio as the percentage of race, with the exception that the percentage of black students has decreased. In 19 SY, the percent with in-school suspension was 20% more than the percent of the population total, in 20 SY this decreased to 10% and in 21 % the percent is almost equal to the percent of the population total

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

The greatest need is to close the gap in math for the Black/African American population that has been created from the 19 SY to the 22 SY.

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

The contributing factors are most likely the same as for the total population and that is the result of COVID and students working on-line. Also, during the 22 SY, this subgroup had an average of 12 days of absences and 3 office referrals. This is a substantial amount of lost instructional time.

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

The greatest improvement was in the ELL subgroup in math, with an increase of 11.1% increase in proficiency.

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

ELL students' math instruction was supported by interpreters with a focus on increasing math vocabulary in English.

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

For the Black/African American population programs focusing on increasing attendance will need to be implemented. For ELL students, those with 3 or more years in country will be instructed in tiered supports as part of English speaking groups with a focus on increasing English proficiency.

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 will focus on the wide array of resources available for remediation and acceleration in the current and new instructional programs. Also focus will be on how to support students as they work toward proficiency of new B.E.S.T standards.

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

Math and ELA instructional coaches will be available to teachers for small group and one-on-one supports and PD, which can include modeling, assisting with lesson planning, and providing feedback on observed instruction. In addition, teachers will continue to have access to the many resources available with the current curriculum programs.

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 Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	For this subgroup, less than 41% were proficient in reading. In Math the decline in students proficient in math has decreased by 22% from 2019 to 2022 SY as compared to economically disadvanced and ELL whose declines were 15.2 and 14.5%.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Using iReady and FAST data, more than 41% of the Black/African-American subgroup will score in the proficient range in reading. Using iReady and FAST data for math, this subgroup will show an increase in proficiency from the 1st to the 2nd testing and 2nd to 3rd testing.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will analyze the data from iReady and FAST for reading and math to monitor the desired outcome.
Person responsible for monitoring outcome:	Joan Pickard (joan.pickard@okaloosaschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers daily monitor students progress on their iReady learning path for reading and math and remediate the students as needed. School wide an attendance plan with rewards by classroom will be implemented as it was noted through other data that this subgroup also had a high absence rate last year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	iReady has been proven to be an effective program for closing the gap as it targets the specific skills that the students are lacking and provides instruction in those areas. While elementary students cannot independently get themselves to school, rewards for attendance can increase their desire and effort made to get to school.

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.

Teachers monitor students progress in iReady reading and math and remediate as data indicates need.
School counselor implements reward program for attendance.
Administration analyzes data for remediation of subgroup and progress from one diagnostic assessment to the next.

Person Responsible	Joan Pickard (joan.pickard@okaloosaschools.com)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

Person responsible for monitoring outcome:

[no one identified]

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

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

No action steps were entered for this area of focus

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.

An active MTSS process to quickly identify students' needs and put in process steps to meet them, thus we are preparing ALL students.

We pay attention to safety in single points of access and other security measures as well as keeping equipment in proper working order.

We use PBIS for discipline issues which uses positive steps and incentives for all students.

We provide mental health services to all students as needed as well.

Our 4 pillars of being positive, prepared, respectful and responsible are applied to students and staff; thus, we are all working toward a positive and compassionate culture for everyone. We have created a

Thunderbird pledge that is recited every morning. There are posters that are hung around the school with our four pillars and have expectations for each area of the school. For example, we have posters stating expectations in the hall, bathroom, classroom, lunchroom, etc.

This upcoming year, we will have T-bird Tuesdays. Teachers, staff and students can wear red, white and blue or Mary Esther Elementary themed clothing each Tuesday.

Each first Friday of the month will be for staff pictures. We will have a theme each month and staff will have the option to be in a staff photo for the month.

Mary Esther Elementary will be recognizing a staff member of the week. Any staff member can nominate an employee. When nominated, they will have a chance to be recognized as employee of the month. Also, each grade level will choose one female and one male student of the week. These students will have an opportunity to be a student of the month. For employees and students, they will need to follow our four PBIS pillars to be considered for this recognition. When a student and staff member is recognized, they will earn a prize, be announced in our morning announcements and be recognized on social media.

Part of our school culture is to recognize our community. During the year we will recognize our community members such as our fire fighters, law enforcement and military. Throughout the year we will invite the members to our school to be recognized. For example, we would like our local fire department to come to our school and show off what they do to help our community. When this occurs, we want to feed them and provide thanks to these community members.

One of our biggest ways to brag about our school and our community is through our social media pages. We will continue to post the "happenings" at our school and community. It is the best way to get what we do at our school out to our community.

A social committee, comprised of at least one representative from each grade level, will plan a monthly social event for all staff.

Teachers utilize a "shout out" form to recognize others that have done something above and beyond for them. Coins are given to those recognized through "shout out" forms or by admin. Coins are then exchangeable for snacks.

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

The stakeholders for Mary Esther Elementary include ed. support staff (paraprofessionals, custodians, bus drivers, cafeteria workers, lunch monitors, office staff, school resource officer), administration, teachers, school counselor, volunteers, parents, school advisory council, district staff, and school board members. For our ed. support staff, administration, teachers, and school counselor, they keep high expectations for themselves and students. They model our four expectations from PBIS. The students look to these members for safety and a positive environment. We want the experience for our students to be positive so they can learn and some of our students do not get this positive environment at their home.
We are very excited to bring parents and volunteers back into our school. We address our 4 pilliars with our SAC members and parents. We want them to understand that these pilliars are for our students, staff, and parents. We ask parents to reiterate these pilliars at home. We will have volunteer orientations once a month. We are looking to get our volunteers back into our school to help our staff and students.
The district staff and school board are the members that support us in our vision and mission and positive culture. We can call on them to help with needs to meet our goals. When we get visits from these members, they want to be seen and talk with our students and staff members. They are aware of our four expectations and know the importance in following and modeling these for our students and staff members.