

Orange County Public Schools

# Avalon Elementary



## 2022-23 Schoolwide Improvement Plan

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# Avalon Elementary

13500 TANJA KING BLVD, Orlando, FL 32828

<https://avalones.ocps.net/>

## Demographics

**Principal: Jessica Swain**

Start Date for this Principal: 6/12/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	33%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (71%) 2018-19: A (70%) 2017-18: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Avalon Elementary

13500 TANJA KING BLVD, Orlando, FL 32828

<https://avalones.ocps.net/>

### 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 KG-5	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

### School Grades History

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

### School Board Approval

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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.

The mission of Orange County Public Schools is, 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.

The vision of Orange County Public Schools is 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
Swain, Jessica	Principal	Oversees instruction and operations at the school. Delegates tasks based on team member's roles and strengths.
Bovbjerg, Zuleika	Instructional Coach	Lead Mentor, Lead Coach, Data Analysis
Popovich, Tara	Dean	Student Discipline, School Operations in the absence of an AP
Edmondson, Natacha	Other	Reading Interventions Teacher and MTSS Coach
Ingoglia, Jessica	School Counselor	Small group counseling, short term; Threat assessments; mental health contact
Dixon, Stacy	Staffing Specialist	Ensure appropriate placement of all students with disabilities. Coordinates the staffing of students into appropriate exceptional education programs.
Stallings, Catherine	Instructional Media	Maintain the school media center.

### Demographic Information

#### Principal start date

Sunday 6/12/2022, Jessica Swain

**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.*

**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.*

**Total number of teacher positions allocated to the school**

32

**Total number of students enrolled at the school**

604

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

2

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

5

### 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	77	88	104	100	124	127	0	0	0	0	0	0	0	620
Attendance below 90 percent	0	2	0	1	7	3	0	0	0	0	0	0	0	13
One or more suspensions	0	1	0	1	2	3	0	0	0	0	0	0	0	7
Course failure in ELA	0	1	0	0	1	2	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
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	2	0	1	7	7	0	0	0	0	0	0	0	17

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	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 7/27/2022

**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	10	91	79	106	110	130	0	0	0	0	0	0	0	526
Attendance below 90 percent	4	9	6	5	3	11	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	5	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	1	2	5	0	0	0	0	0	0	0	8
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	1	1	5	0	0	0	0	0	0	0	7

**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	1	3	2	0	0	0	0	0	0	0	0	0	6	
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	10	91	79	106	110	130	0	0	0	0	0	0	0	526
Attendance below 90 percent	4	9	6	5	3	11	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	5	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	1	2	5	0	0	0	0	0	0	0	8
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	1	1	5	0	0	0	0	0	0	0	7

#### 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	1	3	2	0	0	0	0	0	0	0	0	0	6
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	79%	56%	56%				80%	57%	57%
ELA Learning Gains	64%						70%	58%	58%
ELA Lowest 25th Percentile	50%						50%	52%	53%
Math Achievement	83%	46%	50%				84%	63%	63%
Math Learning Gains	75%						72%	61%	62%
Math Lowest 25th Percentile	75%						63%	48%	51%
Science Achievement	73%	61%	59%				73%	56%	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	80%	55%	25%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	78%	57%	21%	58%	20%
Cohort Comparison		-80%				
05	2022					
	2019	78%	54%	24%	56%	22%
Cohort Comparison		-78%				

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	83%	62%	21%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	81%	63%	18%	64%	17%
Cohort Comparison		-83%				
05	2022					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	71%	54%	17%	53%	18%
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	25	43	42	37	50	55	18				
ELL	65	58		71	75	79	57				
ASN	81	69		85	94		90				
BLK	88	57		96	79		82				
HSP	73	53	35	79	78	81	65				
MUL	67			67							
WHT	81	73	61	85	69	67	72				
FRL	62	54	21	74	66	63	48				
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	30			40							
ELL	52	40		39	53	36	40				
ASN	74			74							
BLK	87			83							
HSP	78	47	31	71	51	38	64				
MUL	73			64							
WHT	83	60	27	84	53	55	83				
FRL	70	50		65	52	53	58				
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	30	32	33	21	47	44	10				
ELL	67	71	60	77	83	75	47				
ASN	92	78		96	78						
BLK	84	88		80	75		60				
HSP	68	63	43	77	71	64	58				
MUL	78	100		78	100						
WHT	87	72	55	88	70	58	82				
FRL	70	66	61	75	76	68	63				

### 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	70
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	57
Total Points Earned for the Federal Index	556

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	66
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	84
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	80
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	66
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

Multiracial Students	
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	73
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?

On the 2023 administration of the state assessments, over 70% of our 3rd, 4th, and 5th graders demonstrated proficiency in both ELA and Math. Our 4th graders had the largest percentage of learning gains in both ELA and Math.

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

Our students with disabilities continue to struggle to reach proficiency, thus demonstrating the greatest need for improvement. We also underperformed in the 5th grade Science category in comparison to similar schools across the district.

#### 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 for our SWD's need for improvement is a lack of support due to limited resources and time. As a leadership team, we will work with our ESE support facilitation teacher to ensure she has the resources to meet the needs of students and that her schedule allows her to support all SWD's.

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

Learning gains in both Reading and Math showed the most improvement. Our proficiency rates also increased in comparison to school year 20-22.

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

Having all our students on campus for the entire school year allowed us to meet students' needs more effectively than when students had the LaunchED option. During school year 21-22, we also implemented a Reading Interventionist that supported all our Tier 3 students during additional portions of their day.

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

We will continue to schedule Tier 3 students to work with our Reading Interventionist. In addition, our two ESSER Tier 1 Interventionists will provide support to additional students in both Reading and Math, thus reaching a larger group of students. For 5th grade Science, we will establish a stronger data monitoring system to track student progress and address gaps throughout the year.

**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.**

We will provide professional development in the areas of data monitoring and intervention resources for Reading and Math.

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

A system for ongoing professional development with teacher feedback and support will be implemented to ensure sustainability of improvement in the next year and beyond.

**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.**

Our SWD's only achieved 39% of the ESSA Federal Points Index. This is the 3rd year in a row that our SWD's percentage of the Federal Points Index is below 41%.

**Measurable Outcome:**

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

Our SWD's will earn 41% of the ESSA Federal Points Index during the 2023 Spring administration of the state exams.

**Monitoring:**

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

Our SWD's will be monitored at the beginning and middle of the year using progress monitoring data and the iReady diagnostic. In addition, areas of deficiency in reading and math will be identified for each SWD and those will be monitored using CBM's. The data will be graphed on a bi-weekly basis and discussed twice monthly.

**Person responsible for monitoring outcome:**

Jessica Swain (jessica.swain@ocps.net)

**Evidence-based Strategy:**

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

The iReady toolbox will be used to address our SWD's areas of deficiency.

**Rationale for Evidence-based Strategy:**

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

The iReady Toolbox allowed the majority of our students in the bottom 25% to make learning gains. We want to continue using this resource while adding a stronger, more strategic monitoring system to track the data for both reading and math throughout the year.

**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.

Identify SWD's and create data tracking chart

**Person Responsible**

Natacha Edmondson (natacha.edmondson@ocps.net)

Schedule bi-weekly SWD data monitoring meetings

**Person Responsible**

Stacy Dixon (stacy.dixon@ocps.net)

Meet with ESE team to discuss plan

**Person Responsible**

Jessica Swain (jessica.swain@ocps.net)

Facilitate bi-weekly SWD data monitoring meetings

**Person Responsible**

Natacha Edmondson (natacha.edmondson@ocps.net)



**#2. Instructional Practice specifically relating to Science**

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

73% of our 5th graders scored at the proficient level on the end of the year Science Standards Assessment in the Spring of 2022. We underperformed in this category when compared to similar schools.

**Measurable Outcome:**

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

76% of our 5th graders will score a Level 3 or above on the 2023 Science Standards Assessment.

**Monitoring:**

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

We will administer the 3 OCPS Performance Matters Assessments, analyze the data, and make instructional changes based on that data.

**Person responsible for monitoring outcome:**

Jessica Swain (jessica.swain@ocps.net)

**Evidence-based Strategy:**

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

Teachers will utilize a common planning approach to leverage their resources and expertise to increase student proficiency in Science.

**Rationale for Evidence-based Strategy:**

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

Working as a PLC and ensuring common planning is taking place, we will ensure all our 5th graders are receiving quality, data-informed instruction in the area of Science, which will lead to a higher level of proficiency.

**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.

5th grade teachers and leadership team members attend Science resources and data analysis training during pre-planning.

**Person Responsible**

Jessica Swain (jessica.swain@ocps.net)

Administer PMA's followed by data analysis meetings to identify the next instructional steps.

**Person Responsible**

Jessica Swain (jessica.swain@ocps.net)

Organize Science Bowl Activities after the administration of each PMA to serve as a spiral review of that quarter's concepts.

**Person Responsible**

Zuleika Bovbjerg (zuleika.bovbjerg@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.

Our school will utilize a school-wide positive behavior intervention supports approach to build a positive school culture and environment. Mariners SAIL to Success will be the foundation for our PBIS system. Mariners SHINE, ACCEPT, INCLUDE, AND LIVE RESPONSIBLY AND RESPECTFULLY are the behavior expectations we have for our students. Students will be able to earn Mariner Money when they display these expectations in various areas of the school. In addition, we will have a comprehensive guidance program that will include a Conscious Discipline approach in grades K-2 and a team building approach in grades 3-5 through the use of serious play and our cornerstone #classroomwhereithappens. In addition, students will be rewarded on a monthly basis for displaying our monthly character trait.

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

We believe that all staff members have a role in promoting a positive school culture and environment. As such, we will ensure that all staff members are trained in regards to all school procedures and our school-wide PBIS expectations. The following team leaders and leadership team members participated in the creation of our school-wide PBIS approach, Mariners SAIL to Success:

Clarissa Marrero - Pre-K  
 Bridget Wagner - Kinder  
 Shanda Clarke - First  
 Stephanie Greer - Second  
 Monique Fonseca - Third  
 Jill Johnson - Fourth  
 Wayne Muse - Fifth  
 Tara Popovich - Dean  
 Jessica Ingoglia - School Counselor  
 Natacha Edmondson - MTSS Coach