

Pinellas County Schools

# Garrison Jones Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Garrison Jones Elementary School

3133 GARRISON RD, Dunedin, FL 34698

<http://www.garrison-es.pinellas.k12.fl.us>

### Demographics

**Principal: Jennifer Tapia**

Start Date for this Principal: 7/30/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	75%
<b>2020-21 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 Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: C (53%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Pinellas 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](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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## Garrison Jones Elementary School

3133 GARRISON RD, Dunedin, FL 34698

<http://www.garrison-es.pinellas.k12.fl.us>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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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.

At Garrison-Jones Elementary, we believe that the purpose of education is to develop the whole child through a broad-based curriculum which fosters a positive self-concept, creativity, self-discipline, values and life skills.

#### Provide the school's vision statement.

100% Student success ~ We are Growing Greatness!

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pollick, Erica	Assistant Principal	Assistant Principal, Leader for Teaching and Learning practices
Tapia, Jennifer	Principal	Principal, Leader for Teaching and Learning practices
Hash, Patricia	Teacher, K-12	1st Grade Teacher, 1st Grade Team Leader, SIP Coordinator

### Demographic Information

#### Principal start date

Friday 7/30/2021, Jennifer Tapia

**Number of teachers with a 2019 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.*

2

**Number of teachers with a 2019 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**

45

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

574

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

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

6

## Demographic Data

### Early Warning Systems

#### 2021-22

The number of students by 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	86	96	80	91	85	81	0	0	0	0	0	0	0	519
Attendance below 90 percent	10	9	9	0	0	13	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	11	13	14	14	0	0	0	0	0	0	0	53
Course failure in Math	0	1	12	16	15	11	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
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	3	0	0	0	0	0	0	0	3

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	2	1	0	4	0	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	

Date this data was collected or last updated

Tuesday 8/17/2021

#### 2020-21 - As Reported

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	81	91	98	92	92	87	0	0	0	0	0	0	0	541
Attendance below 90 percent	1	19	24	18	9	12	0	0	0	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	8	3	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	0	8	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	16	18	10	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	16	18	10	0	0	0	0	0	0	0	44

**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	2	6	0	0	0	0	0	0	0	8

**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	2	0	3	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated**

**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	81	91	98	92	92	87	0	0	0	0	0	0	0	541
Attendance below 90 percent	1	19	24	18	9	12	0	0	0	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	8	3	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	0	8	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	16	18	10	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	16	18	10	0	0	0	0	0	0	0	44

**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	2	6	0	0	0	0	0	0	0	8

**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	2	0	3	0	0	0	0	0	0	0	0	0	0	5
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	54%	57%	53%	50%	56%
ELA Learning Gains				71%	59%	58%	44%	47%	55%
ELA Lowest 25th Percentile				60%	54%	53%	36%	40%	48%
Math Achievement				71%	61%	63%	60%	61%	62%
Math Learning Gains				74%	61%	62%	65%	56%	59%
Math Lowest 25th Percentile				62%	48%	51%	53%	42%	47%
Science Achievement				62%	53%	53%	58%	57%	55%

### 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
03	2021					
	2019	64%	56%	8%	58%	6%
Cohort Comparison						
04	2021					
	2019	66%	56%	10%	58%	8%
Cohort Comparison		-64%				
05	2021					
	2019	74%	54%	20%	56%	18%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	62%	2%	62%	2%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	64%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-64%				
05	2021					
	2019	83%	60%	23%	60%	23%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	54%	6%	53%	7%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The results from the Fall, Winter, and Spring NWEA MAP assessments for 1st grade through 5th grade were used to determine the level of learning exhibited by our students. This allowed us to identify the specific needs of our scholars along with which ones would need additional supports in the area of Reading (ELA) and Mathematics. In 5th grade we use the beginning of the year and mid-year diagnostic assessment and Cycle 1 and Cycle 2 Pinellas County Schools Science Common Assessments to make decisions about students academic needs in science. We used the 1st and 2nd Pinellas County Cycle Assessments to complete this form.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/ 64%	60/ 74%	56/ 69%
	Economically Disadvantaged	29/ 67%	34/ 79%	30/ 70%
	Students With Disabilities	5/ 62%	6/ 75%	4/ 50%
	English Language Learners	7/ 47%	7/ 47%	7/ 47%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/ 64%	50/ 62%	55/ 68%
	Economically Disadvantaged	26/ 60%	25/ 58%	28/ 65%
	Students With Disabilities	5/ 63%	5/ 63%	5/ 63%
	English Language Learners	7/ 47%	7/ 47%	6/ 40%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41/ 48%	46/ 54%	45/ 53%
	Economically Disadvantaged	20/ 43%	20/ 43%	20/ 43%
	Students With Disabilities	3/ 25%	6/ 46%	3/ 25%
	English Language Learners	3/ 20%	3/ 20%	5/ 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47/ 55%	44/ 52%	41/ 48%
	Economically Disadvantaged	18/ 39%	17/ 37%	17/ 37%
	Students With Disabilities	3/ 25%	4/ 31%	4/ 31%
	English Language Learners	5/ 33%	3/ 20%	3/ 20%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/ 52%	55/ 68%	0
	Economically Disadvantaged	13/ 45%	16/ 55%	0
	Students With Disabilities	4/ 24%	7/ 41%	0
	English Language Learners	6/ 32%	11/ 58%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42/ 52%	60/ 74%	58/ 72%
	Economically Disadvantaged	13/ 45%	19/ 66%	58/ 72%
	Students With Disabilities	4/ 24%	7/ 41%	6/ 35%
	English Language Learners	6/ 32%	10/ 53%	11/ 58%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63/ 77%	65/ 79%	0
	Economically Disadvantaged	31/ 70%	29/ 70%	0
	Students With Disabilities	3/ 30%	3/ 30%	0
	English Language Learners	13/ 62%	12/ 57%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62/ 76%	65/ 79%	58/ 71%
	Economically Disadvantaged	28/ 64%	30/ 68%	27/ 61%
	Students With Disabilities	1/ 10%	4/ 40%	2/ 20%
	English Language Learners	12/ 57%	13/ 62%	12/ 57%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51/ 69%	47/ 64%	0
	Economically Disadvantaged	27/ 60%	27/ 60%	0
	Students With Disabilities	5. 36%	2/ 14%	0
	English Language Learners	8/ 50%	8/ 50%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43/ 58%	45/ 61%	52/ 70%
	Economically Disadvantaged	22/ 49%	22/ 49%	28/ 62%
	Students With Disabilities	3/ 21%	3/ 21%	3/ 21%
	English Language Learners	4/ 25%	6/ 38%	9/ 56%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	28/ 38%	51/ 69%	0
	Economically Disadvantaged	11/ 24%	29/ 64%	0
	Students With Disabilities	1/ 7%	6/ 43%	0
	English Language Learners	4/ 25%	8/ 50%	0

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	31	55		46	91		27				
ELL	40	54		50	62		46				
HSP	48	53		62	76		56				
WHT	63	73	73	68	80		58				
FRL	46	68	73	59	68		49				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	50	53		50	40						
ELL	52	60	43	49	61	44	39				
ASN	80			90							
HSP	54	63	44	61	77	63	50				
WHT	73	75	72	74	73	60	68				
FRL	58	60	50	59	66	59	50				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	12	14		29	40		9				
ELL	29	32	32	43	55	57	17				
ASN	83			75							
BLK	43	20		57	80						
HSP	42	39	32	51	59	53	47				
MUL	50	54		71	77						
WHT	57	45	37	63	64	50	64				
FRL	45	39	30	53	60	51	52				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	67
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	72
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### 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?

English Language Arts 55% proficiency in 3rd-5th grade, 18% level one, 26% level two, 28% level three, 20% level four, 8% level five

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Increasing ELA from 58% to at least 60%.

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

Increasing proficiency in English Language Arts to 60%.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Learning gains for 5th grade students compared to their 3rd grade FSA for ELA and math for the Spring 2021 FSA. Learning gains for ELA was 68% and for math was 63%. Science was 60% proficiency.

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

Increasing writing rigor and attention to core targeted lessons focusing on the standard, focusing on L25 students and increasing their knowledge from 3rd grade to demonstrate their learning.

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

Progress monitoring and utilizing data to inform teaching and instruction.

**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.**

50 students missing 10% or more of the school year.

20 students have 2 or more early warning indicators.

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

Our focus this school year will be stabilizing and maintaining our school data with a focusing on achieving a 60% or higher across all content areas.

### Part III: Planning for Improvement

#### Areas of Focus:



**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Reading and writing are integral parts to student learning. In ELA we will continue to work on our goal from last year with an increased emphasis on writing. We found that a heavier emphasis on writing was the connection our Dual Language/EL/ESE students ignited learning.

Dual Language ELA teachers will continue planning and collaboration with eyes on grade level text. These teachers will continue to work together focusing on the use of Collaboration and Co-Teach Planning book study. Strategies support DL/EL/ESE students. Schoolwide Enrichment (SEM) is conducted once a week involving 3rd, 4th, and 5th grade students in hands on projects starting with research.

Participation in Gifted C3 will assist with enriching and challenging ELA modules extension activities instruction for gifted and talented students. We will increase from 60% to 70% in proficiency on the 2022 Florida Standardized Assessment (FSA) in the area of Reading.

**Measurable Outcome:**

The percent of all students making gains in their reading proficiency will increase from 55% to 70% as measured by 2021-2022 ELA FSA scores. The percent of all students making learning gains will increase from 71% to 75%, as measured by the 2021-2022 ELA FSA scores. The percent of all L25 students reaching reading proficiency will increase from 60% to 65%, as measured by the 2021-2022 ELA FSA scores.

**Monitoring:**

-- An increase in the use of technology platforms and resources like Nearpod, Canvas, and others across

ELA/writing instructional strategies to help create a more blended instructional model

-- Provide scaffolds for accessing grade level text.

- The use of differentiation through small group instruction with a larger focus of eyes on grade level texts

-- ELA/Writing modules for core focuses on student accountability with a concentration of culturally relevant materials

-- Increase in writing through the use of Thinking Maps

-- Increase use of Project-Based learning strategies

-- Continue to develop more meaningful and focused planning and collaboration within and across grade levels

-- These areas of focus will allow ALL our students to meet their learning gains and expectations while using and making connections to culturally relevant research based strategies.

**Person responsible for monitoring outcome:**

Jennifer Tapia (tapiaj@pcsb.org)

**Evidence-based Strategy:**

~ Blended model

~ Increased use of technology platforms

~ Thinking Maps across content areas and grade levels

~Project Based Learning including students based centers and activities

~Collaborative Planning including vertical articulation focusing on specific content area(s)

~ Differentiated lessons and activities based on students data outcomes to increase the rigor in the learning

based on the B.E.S.T. Standards

~ to focus on areas of focus in grade levels as well as school-wide, while allowing for

teachers to collaborate  
and plan using the new forms of technology resources.

~The use of the blended model and the increased use of technology platforms allow the students to participate  
and interact with a greater focus on differentiated instructional strategies to meet the needs of all students.

~ The use of Thinking Maps will deepen student knowledge towards a sense of independence - supporting  
differentiation for each individual learner while enhance and developing writing skills.

**Rationale  
for  
Evidence-  
based  
Strategy:**

~An increased use of Project Based Learning for all students to help increase student centered activities.

~The more defined collaboration and planning sessions within and across grade levels will help to provide time  
to focus on areas of focus in grade levels as well as school-wide, while allowing teachers to become more

familiar with the new B.E.S.T. Standards

~ Differentiated Lesson plans will help to meet the needs of each individual student allowing for an increase in  
rigor to the curriculum.

### Action Steps to Implement

- 1.Continue implementing grade level/individual planning sessions focusing on grade level data using data chats focusing on specific student data and research based instructional strategies.
2. Continue using Thinking Maps to increase writing
- 4.Continue using cognitively complex resources that focus on culturally relevant materials for ALL students to be able to identify themselves with in the learning environment.
- 5.ELA modules with a concentration of culturally relevant materials/resources, including classroom libraries
- 6.Continue participation in Gifted EC3
- 7.Students will be able to get eyes on grade level text in small guided reading groups with built in differentiated activities based on student's cognitive ability and learning styles.

**Person  
Responsible** Erica Pollick (pollicke@pcsb.org)

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

<b>Area of Focus Description and Rationale:</b>	<p>The areas that we will focus on this year in mathematics is the increased use of technology platforms, iReady for overall math content instruction, backwards planning, Dreambox for interventions and enrichment activities, and the use of Math Number Talks during math instruction. We will also continue or work with the STEM Leadership Institute to help increase mathematics instructional strategies and knowledge.</p> <p>Rationale: The purpose of using these strategies in this area of math is to help our students reach their highest level of mathematics achievement while at the same time providing opportunities for teachers to strength their instructional practice and deepen their content knowledge. We will also be including a greater focus on the inclusion and use of technology resources and learning platforms to create a more blended model of learning for all our students.</p>
<b>Measurable Outcome:</b>	<p>-- The percent of all students making gains learning gains will increase from 61% to 80% as measured by 2021-2022 Math FSA scores. The percent of all L25 students making learning gains will increase from 62% to 65%.</p>
<b>Monitoring:</b>	<ul style="list-style-type: none"> <li>• Student led data chats and conferences</li> <li>-- Students will track their learning outcomes and set goals for the next unit of learning</li> <li>• Celebrating students success through the use of peer feedback, teacher feedback, and student led conferences</li> <li>• iReady weekly assignments will be tracked and monitored by the teacher</li> <li>-- The teacher will use the outcomes from the iReady activities and assessments to help students set attainable goals where they can celebrate their success</li> <li>• Teachers and Students will track their data on the Fall, Winter, and Spring NWEA Assessment and set goals</li> <li>-- Dreambox will be used as a weekly intervention with the expectations that students complete 7-10 lessons weekly</li> </ul>
<b>Person responsible for monitoring outcome:</b>	<p>Jennifer Tapia (tapiaj@pcsb.org)</p>
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>~ Teachers will use Collaborative and vertical articulation planning</li> <li>~ Thinking Maps to provide increased opportunities for student centered activities</li> <li>~ Project Based Learning centered activities.</li> <li>~ Mathematical Journaling</li> <li>~ Number Routine Daily</li> <li>~ Complex Tasks in the area of Mathematics</li> <li>~ Weekly iReady lessons/assessments</li> <li>~ Weekly Dreambox as progress monitoring tool with 7-10 lessons completed weekly</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	<p>These strategies will allow students to deepen their conceptual understanding of number sense to make connections in the area of math.</p> <p>~ Thinking Maps will provide increased opportunities for student centered, along with a built in differentiation for each individual learner, activities that focus on the needs of the learner.</p> <p>~ Project Based Learning for all students to help increase the rigor of mathematics</p>

- Students will be able to deepen their content knowledge using cognitively complex tasks that focus on accountability while being exposed to culturally relevant activities in mathematics.
- ~ Teachers will continue PLC sessions where they'll increase their content knowledge in Number Routines
- Support and PD will be provided by STEM Leadership Institute and teachers who have or will attend these trainings
- ~Math journals will allow for students to give and receive peer feedback, and also get teacher feedback on the use of problem solving strategies.

### Action Steps to Implement

1. Implement complex and rigorous mathematical tasks from the Common Core Mathematical Standards with a focus on increasing gifted and talented students outcomes.
2. Enhance staff capacity to identify critical content from CCSS using intentional and collaborative planning centered around math descriptors.
3. Strengthen staff ability to engage students in complex tasks through our work with the STEM Leadership Institute.
4. Continue the STEM Leadership Institute program.
5. Use of student centered activities from new math adoption.
6. Deepen teacher knowledge in using Number Routines during math instruction in all grade levels.
7. The use of iReady Math for whole group and small group math instruction, and Dreambox for progress monitoring in mathematical concepts.

**Person Responsible** Erica Pollick (pollicke@pcsb.org)

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

<b>Area of Focus Description and Rationale:</b>	In Science we will continue to work on our goal from last year with an increased emphasis on writing across content areas. We will increase our students scoring from 58% to 70% proficiency on the 2021-2022 FSA in the area of Science.
<b>Measurable Outcome:</b>	The percent of all students achieving science proficiency will be maintained at a level of 60% or higher, as measured by 2021-2022 FSA Science assessment scores. -- Based on the 2020-2021 FSA Science Assessment scores for 5th grade we will work on monitoring the learning in the area of Nature of Science.
<b>Monitoring:</b>	-- Cycle 2 County Assessment to set attainable goals -- Beginning of the year and mid-year diagnostic assessment data -- formative assessment data based on learning targets from the NGSSS
<b>Person responsible for monitoring outcome:</b>	Jennifer Tapia (tapiaj@pcsb.org)
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>~STEM activities within the classroom and provided outside the school day in our Enrichment clubs</li> <li>~ Experiments and hands-on science inquiry lessons in the science lab</li> <li>~Science journals</li> <li>~Students led data chat</li> <li>~Student to Student conferencing and goal setting</li> <li>~Teacher to students conferring and goal setting</li> <li>~AVID learning strategies and implementation</li> <li>~Thinking Maps using science outcomes and conclusions</li> <li>~Strengthen the implementation of research-based practices that communicate high expectations for each student.</li> <li>~Support the implementation engagement strategies that support the development of social and instructional teaching practices.</li> <li>~Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>~Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.</li> <li>~ Science journaling will allow for peer and teacher feedback on understanding of science concepts.</li> <li>~STEM and SLAG activities will allow for the students to use the roll of scientist to help make real world connections along with being able to manipulate science activities and come up with their own hypothesis and conclusions.</li> </ul>

**Action Steps to Implement**

1.Continue to increasing awareness of restorative practices in all classrooms for all teachers and students to align with conditions for learning. Teacher will continue to have daily meetings to build restorative

practices into their daily lesson plans.

2. Teachers will continue to implement strategies to allow for all learners to feel welcome with a focus on skills

and strategies learned from our Equity Champions and AVID Culturally Relevant training's.

3. Continue provide cognitively complex tasks that focuses on student accountability with a concentration of

culturally relevant materials for ALL students to be able to identify themselves with in the learning environment.

4. Teachers will continue to develop culturally responsive learning activities that include flexible seating, voice

and choice to meet the needs of student diverse learning styles.

5. Teachers will continue to participate in PD for Equity Champions and AVID Culturally Relevant Training (monthly PLC's).

**Person**

**Responsible**

Erica Pollick (pollicke@pcsb.org)

**#4. ESSA Subgroup specifically relating to African-American**

<b>Area of Focus Description and Rationale:</b>	Bridging the GAP-- We will continue working with our black students (which make up 9.3% of our school populations) making learning gains in the area of ELA as measured by the ELA FSA results.
<b>Measurable Outcome:</b>	<p>The percent of black students will continue making learning gains in ELA by maintaining 60% or higher as measured by May 2020-2021 ELA FSA results.</p> <p>-- We will use the fall, winter, and spring NWEA MAP ELA data to help set goals for these students.</p> <p>-- iStation monthly iSIP assessments to set goals for monthly iStation usage and for students to set and track goals and growth</p> <p>~ Students will use their ELA journal using Thinking Maps and journal entries based on the B.E.S.T. Standards for daily or weekly learning targets.</p> <p>~ Teachers will monitor the students growth by using formative assessments based on daily or weekly learning targets, then plan for small group or one-on-one instruction based on the data collected and the students needs.</p>
<b>Monitoring:</b>	
<b>Person responsible for monitoring outcome:</b>	Jennifer Tapia (tapiaj@pcsb.org)
<b>Evidence-based Strategy:</b>	<p>~Strengthen the implementation of research-based practices that communicate high expectations for each student.</p> <p>~Support the implementation engagement strategies that support the development of social and instructional teaching practices.</p> <p>~By implementing culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans these students will have a sense of belonging to the school environment.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>~Ensure staff has access to real-time data specific to our black students in order to have effective data chats and targeted support for improved learning..</p> <p>~ Our black students will work with their teachers to set attainable learning goals and learn how to set and track their data outcomes from both their NWEA MAP ELA and iStation monthly iSIP data.</p> <p>~ These students will work with peers and teachers to celebrate their success of learning goals met and exceeded and work with peers to provide and receive feedback on their ELA journal entries.</p>

**Action Steps to Implement**

1. Continue to increasing awareness of restorative practices in all classrooms for all teachers and students to align with conditions for learning. Daily meetings to build restorative practices into the classroom environment.



2. Teachers will continue to implement strategies to allow for all learners to feel welcome with a focus on skills and strategies learned from our Equity Champions and AVID Culturally Relevant training's.
3. Continue provide cognitively complex tasks that focuses on student accountability with a concentration of culturally relevant materials for ALL students to be able to identify themselves with in the learning environment.
4. Continue to develop culturally responsive learning activities that include flexible seating, voice and choice to meet the needs of student with diverse learning styles.
5. Teachers will continue to participate in PD from our Equity Champions and AVID Culturally Relevant Trainings.  
(monthly PLC's).

**Person Responsible** Erica Pollick (pollicke@pcsb.org)

#### #5. Culture & Environment specifically relating to School Safety

<b>Area of Focus Description and Rationale:</b>	~ Healthy Schools Goal-- Our staff and students will continue to focus on healthy eating habits and activities to gain an optimal healthy lifestyle.
<b>Measurable Outcome:</b>	-- Our school will be eligible in 6 out of 6 modules for silver recognition by April 2022 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework. We would like to maintain the silver recognition earned during the 2020-2021 school year.
<b>Monitoring:</b>	We will monitor the outcomes by offering healthy food/snack options for staff members, as well as healthy wellness activities.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Enhance staff capacity to support students through purposeful activation and transfer strategies.
<b>Rationale for Evidence-based Strategy:</b>	The number of all students designing and implementing their own individualized physical activity and fitness plans will increase from 10% to 80%, as measured by the modules for The Alliance for a Healthier Generation and student Fitness Grams. This will allow for our students to lead healthy lifestyles by being exposed to habits and food choices that will allow them to maintain a lifestyle.

#### Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to:  
PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.
2. Attend district-supported professional development (Kelley Lister)
3. Complete Healthy Schools Program Assessment (Kelley Lister)
4. Complete the SMART Snacks in School Documentation (Michelle Puetsche- Cafe Manager)
5. Develop and Implement Healthy School Program Action Plan (Healthy School Team)

**Person Responsible** [no one identified]



**#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

<b>Area of Focus Description and Rationale:</b>	Gender Gap-- Our boy population is very large in many of our classrooms. We understand that boys learn differently than girls. We will conduct a book study, apply for a grant to support our work, and take steps towards expanding our knowledge based on reaching our boy learners. Our work will focus on topics of interest as well as learning opportunities that are geared towards these learners.
<b>Measurable Outcome:</b>	<p>The percent of male students achieving ELA proficiency will be maintained at 60% or higher, as measured by May 2020-2021 FSA ELA results.</p> <ul style="list-style-type: none"> <li>-- Use the fall, winter, and spring NWEA MAP ELA data results to help these students set attainable goals.</li> <li>-- Use the monthly iStation iSIP data to plan instruction and to provide progress monitoring minutes for the weekly iStation activities.</li> </ul>
<b>Monitoring:</b>	<ul style="list-style-type: none"> <li>-- Use daily or weekly learning targets (based on the B.E.S.T. Standards) formative data collection to plan for small group and one-on-one targeted instruction.</li> <li>-- Model and provide opportunities to set learning outcome goals, track monthly, weekly, and MAP data to set attainable goals and celebrate success of learning outcomes.</li> </ul>
<b>Person responsible for monitoring outcome:</b>	<p>Jennifer Tapia (tapiaj@pcsb.org)</p> <ul style="list-style-type: none"> <li>~ Strengthen the implementation of research-based practices that communicate high expectations for each student.</li> <li>~ Support the implementation engagement strategies that support the development of social and instructional teaching practices.</li> </ul>
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>~ Book study prefacing boy developmental phases and formulate responsive strategies that center around voice, movement, and choice.</li> <li>~ Support the Conditions for Learning by allowing opportunities for boys to set attainable learning goals based on NWEA MAP ELA and iStation iSIP data.</li> <li>~ Provide opportunities for boys to celebrate their success when they meet their learning goals.</li> <li>~ Create classroom libraries that provide reading material in the interest of boys.</li> <li>~ These strategies will allow ALL our students to meet their learning gains expectations with making connections to culturally relevant evidence based strategies.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>~ The use of Thinking Maps across content areas will make the learning more student centered, along with a built in differentiation for each individual learner.</li> <li>~ An increased use of Project Based Learning for all students to help increase student centered activities.</li> <li>~ An increase in classroom reading materials that are selected with boy interests and needs in mind.</li> <li>~ Provide opportunities to celebrate learning goals met and help students set attainable</li> </ul>

learning goals that are based off of their NWEA MAP ELA goals and iStation data outcomes.

### Action Steps to Implement

1. Create learning environments where students feel they belong and are welcomed utilizing culturally relevant strategies.
2. Continuously reflect on and improve personal teaching practices utilized in meeting the needs of each and every student.
3. Use restorative practices to help learners to feel socially and academically connected to peers and enhance self-awareness.
4. Include the use of RP to model and teach professional behaviors and grow student's and staff's social and emotional competency to strengthen school community.
5. Develop, submit, and continuously implement classroom management plan that incorporates PBIS and RP in alignment with the SWBP.

**Person Responsible** Erica Pollick (pollicke@pcsb.org)

**#7. Instructional Practice specifically relating to Small Group Instruction**

<b>Area of Focus Description and Rationale:</b>	ESE-- Emphasis on writing across content areas, as well as an increased exposure to grade level text with scaffolds helps prepare students on the trajectory of learning. Study focused on Collaboration and Co Teaching provides a way of work (in partnership) between ESE and gen ed teacher. We will also continue to work to maintain our students scoring 60% or higher in proficiency on the 2020-2021 Florida Standardized Assessment (FSA) in the area of Reading.
<b>Measurable Outcome:</b>	<p>The percent of ESE students achieving ELA learning gains will be maintained at a level of 60% or higher, as measured by 2020-2021 FSA ELA results.</p> <ul style="list-style-type: none"> <li>-- NWEA MAP ELA data from the fall, winter, and spring assessments</li> <li>-- Monthly iStation iSIP ELA data</li> <li>-- Weekly iStation minutes usage</li> </ul>
<b>Monitoring:</b>	<ul style="list-style-type: none"> <li>-- Daily or weekly learning target formative assessment data</li> <li>-- Students setting attainable learning goals based on their data outcomes and celebrating their success when goals are met.</li> </ul>
<b>Person responsible for monitoring outcome:</b>	Jennifer Tapia (tapiaj@pcsb.org)
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>-- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).</li> <li>-- Using research based strategies Jan Richardson's Guided Reading, Lucy Caulkins units of study methods for reading and writing, Thinking Maps etc...</li> <li>-- Helping students set attainable learning goals based off of NWEA MAP ELA / iStation iSIP data.</li> <li>-- Continue to provide grade level tasks with scaffolding - that focus on student accountability with a concentration of culturally relevant materials for ALL students to be able to identify themselves within the learning environment.</li> <li>-- Continue using data proven curriculum and resources to expose students to grade level text and tasks</li> <li>-- Continue to increase journaling with feedback from peers and teachers consistently across content areas with fidelity.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>~ These strategies will allow our ESE students to maintain or move towards proficiency.</li> <li>~ Provide learning that connects to culturally relevant evidence based strategies.</li> <li>~ The use of Thinking Maps across content areas will make the learning more student centered, along with a built in differentiation for each individual learner.</li> <li>~ An increased use of Project Based Learning for all students to help increase student centered activities.</li> <li>~ Students will be able to celebrate their learning success when the set and meet</li> </ul>

attainable learning goals  
based off of their NWEA MAP ELA and monthly iStation iSIP assessment data.

### Action Steps to Implement

1. Collaborate with classroom teachers to develop standards-based lesson plans for our ESE students.
2. Support the use of academic language by providing additional support and instruction to help our ESE students to be able to recognize and identify academic language.
3. Continue the use of Thinking Maps to support student differentiated learning.
4. Provide opportunities for students to set attainable learning goals based of their data on the NWEA MAP ELA and monthly iStation iSIP assessment, as well as providing experiences for students to celebrate their success when leaning goals are met.

**Person Responsible** [no one identified]

**#8. ESSA Subgroup specifically relating to English Language Learners**

<b>Area of Focus Description and Rationale:</b>	<p>ESOL Rationale -- Students learning to acquire a second language need lots of exposure, experiences, and strategic scaffolds to their learning. We focus small group learning for our EL in the primary grades to receive the foundational skills to become independent learners. We also know that a dual language education broadens the learning environment to successfully use both languages to rise on the learning trajectory.</p> <p>In ESOL we will continue to work on our goal from last year with an increased emphasis on writing across content areas, as well as eyes on grade level text. We will also continue to work to maintaining our students scoring 60% or higher, in learning gains on the 2020-2021 Florida Standardized Assessment (FSA) in the area of Reading.</p>
<b>Measurable Outcome:</b>	<p>The percent of Dual Language and ESOL students achieving ELA learning gains will be maintained at a level of 49% or higher, as measured by 2020-2021 FSA ELA results.</p> <ul style="list-style-type: none"> <li>-- NWEA MAP ELA data from the fall, winter, and spring assessments</li> <li>-- Monthly iStation iSIP ELA data</li> <li>-- Weekly iStation minutes usage</li> </ul>
<b>Monitoring:</b>	<ul style="list-style-type: none"> <li>-- Daily or weekly learning target formative assessment data</li> <li>-- Students setting attainable learning goals based on their data outcomes and celebrating their success when goals are met.</li> </ul>
<b>Person responsible for monitoring outcome:</b>	<p>Jennifer Tapia (tapiaj@pcsb.org)</p>
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>-- Using research based strategies Jan Richardson's Guided Reading, Lucy Caulkins units of study methods for reading and writing, Thinking Maps etc...</li> <li>-- Helping students set attainable learning goals based off of NWEA MAP ELA / iStation iSIP data.</li> <li>-- Continue to provide grade level tasks with scaffolding - that focus on student accountability with a concentration of culturally relevant materials for ALL students to be able to identify themselves within the learning environment.</li> <li>-- Continue using data proven curriculum and resources to expose students to grade level text and tasks</li> <li>-- Continue to increase journaling with feedback from peers and teachers consistently across content areas with fidelity.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>-- These strategies will allow our ESOL students to progress along the continuum of learning by making connections to culturally relevant evidence based strategies.</li> <li>-- The use of Thinking Maps across content areas will make the learning more student centered, along with a built in differentiation for each individual learner.</li> <li>-- An increased use of Project Based Learning for all students to help increase student centered activities</li> <li>-- Students will be able to celebrate their learning success when the set and meet</li> </ul>

attainable learning goals  
based off of their NWEA MAP ELA and monthly iStation iSIP assessment data.

### Action Steps to Implement

1. Collaborative planning between classroom teachers and EL Resource teachers to develop standards-based lesson plans for our ELL students.
2. Support the use of academic language by using the ELA Standards with Model Performance Indicators for English Learners and Academic Vocabulary Instruction book with our ELL students.
3. Continue the use of Thinking Maps to support student differentiated learning.
4. Provide opportunities for students to set attainable learning goals based of their data on the NWEA MAP ELA and monthly iStation iSIP assessment, as well as providing experiences for students to celebrate their success when learning goals are met.

**Person Responsible** [no one identified]

**#9. Instructional Practice specifically relating to Small Group Instruction**

<b>Area of Focus Description and Rationale:</b>	Gifted-- Research supports cluster grouping when paired with teachers knowledgeable in gifted strategies that expand on differentiation. In addition to clustering, our teachers have participated in micro-credentialing and/or earned gifted endorsement. Differentiation for gifted and talented students is necessary to remove the ceiling of learning growth.
<b>Measurable Outcome:</b>	Our level 3 gifted students to a level 4 or above on the 2020-2021 Florida Standardized Assessment (FSA) in the content areas of Reading and Math. NWEA MAP ELA and Math fall, winter, and spring data iStation monthly iStation iSip for ELA
<b>Monitoring:</b>	iReady weekly activities and assessment data Dreambox data for math Formative assessment data based on gifted standards for both reading and math
<b>Person responsible for monitoring outcome:</b>	Jennifer Tapia (tapiaj@pcsb.org)
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>-- Staff PD to increase student engagement in complex tasks.</li> <li>-- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.</li> <li>-- Staff will provide opportunities for gifted students through purposeful activation and transfer strategies.</li> <li>-- Continue to support the social and emotional needs of the gifted child.</li> <li>-- Intentional cluster grouping of gifted learners in all grade levels to allow for students instructional needs</li> <li>-- Implementation of ELA Module Extensions for above grade level learners</li> <li>-- Implementation of rich math tasks through MTLI strategies.</li> <li>-- These strategies will allow our gifted learners to learn at an accelerated level.</li> <li>-- Gifted students will also set attainable gifted learning goals for themselves, track their learning growth, and celebrate their learning success when their gifted learning goals are met. This will allow the students to set and meet goals based on their learning.</li> <li>-- The use of gifted research based strategies will allow our students in the gifted program to meet their learning outcomes and EP plan goals.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

1. Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback.
2. Cluster group gifted and talented students so that the process of differentiating is more effective for gifted learners.
3. Pretest gifted students in order to better differentiate and meet their needs.
4. Allow gifted students to utilize "curriculum compacting" as a means for differentiation and/or scaffolding
5. Pace learning for gifted learners in response to students individual needs.
6. Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives
7. Teachers who have gifted endorsement or Gifted Micro Badge will continue to attend professional development trainings to meet the needs of the gifted learner.
8. Administrators recommend that Deliberate Practice Plans incorporate opportunities for growth in the

area of  
differentiating for gifted learners.

**Person Responsible** Suzanne Daily (dailys@pcsb.org)

## #10. Culture & Environment specifically relating to Student Attendance

**Area of Focus** Attendance-- Continue to encourage students/families to attend school on a daily basis to help them achieve their academic goals and expectations.

**Description and Rationale:**

**Measurable Outcome:** We will increase student attendance from 88% to 93%. The percent of all students missing more than 10% will decrease from 11% to 8%, as measured by data collected from attendance dashboard.

**Monitoring:** The Child Study Team will meet weekly and track and discuss students that are exhibiting excessive attendance or tardy issues.  
The students being tracked will also have their data outcomes from the NWEA MAP fall, winter, and spring assessment scores reviewed.  
The iStation and iSIP assessment data and iStation weekly usage will be reviewed by classroom teacher and Child Study Team  
iReady and Dreambox will also be tracked for data in math by the classroom teacher and Child Study Team Team

**Person responsible for monitoring outcome:** Jennifer Tapia (tapiaj@pcsb.org)

**Evidence-based Strategy:** -- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.  
-- Strengthen the implementation of Tier I interventions to address and support the needs of students.

**Rationale for Evidence-based Strategy:** We know that students need to be present in their classrooms in order for learning to take place. Continue to celebrate classrooms with the highest attendance. Also, continue our practice to recognize students at our monthly Round Up. By focusing on increasing student attendance and expectations for student attendance we will be able to maintain or increase our academic expectations for all learners.

### Action Steps to Implement

1. Celebrate classrooms with the highest attendance each month - posted on their door.
2. Celebrate students at our monthly student recognition program.
3. Conference with students.
4. Make parent phone calls.
5. Implement small group breakfast/lunch groups. Use culturally relevant activities to help increase student connectedness.

**Person Responsible** Rachel Poole (pooler@pcsb.org)



**#11. Culture & Environment specifically relating to Community Involvement**

<b>Area of Focus Description and Rationale:</b>	<p>-- We will continue to develop a strong Family Engagement through morning and evening activities and programs. We recognize the importance of family involvement.</p> <p>-- We will survey families on what interests them about their child's school and education. We want parents to feel connected and recognize student success is tied to the school/family partnership. This is an integral part of our schools mission and vision, as well as academic goals to support highest student achievement.</p>
<b>Measurable Outcome:</b>	We will increase our volunteer hours from 1688 in 2019 to 1700 hours by the end of 2022.
<b>Monitoring:</b>	<p>Volunteer Hours Logged in</p> <p>Outcome of PTA hosted events</p> <p>Parent Sign-Up Sign for Parent Workshops</p> <p>SAC Parent Feedback Survey</p> <p>Sign-In Sheets from ESOL events</p>
<b>Person responsible for monitoring outcome:</b>	Jennifer Tapia (tapiaj@pcsb.org)
<b>Evidence-based Strategy:</b>	<p>--It Starts With Hello Campaign</p> <p>-- Increase opportunities for parents to come on campus to reinforce the commitment between school and their child.</p> <p>--Support staff to utilize data to organize students to interact with content in a manner which</p> <p>-- Examples of Stakeholder Volunteer Opportunities:</p> <ul style="list-style-type: none"> <li>• Communication ~ Meet &amp; Greet, Open House, Grandparents meetings, Parent Workshops, Fall/Spring</li> <li>• Student Led Conferences, School Newsletter, School Website, PTA newsletter, Planners/Agenda, Parent Conferences, Marquee, Weekly Connect Ed messages, flyers</li> <li>• Parent Workshops ~ AVID workshop, SAC Parent Night, FSA Parent Workshop, PTA Meetings, ESOL Parent Workshop</li> <li>• Relationships with Parents/Community ~ Monthly Round-Up Celebrations, Veteran's Day, Grandparents Day, Kindergarten Boo-Who Breakfast, International Night, Olympic Field Days, Everything Garrison-Jones Night, Math Night, Science Night, All-Pro Dads, Chorus Concerts, Talent Show, Father Daughter Dance, Mother Son Movie Night, Volunteer Luncheon, Branch Ranch</li> </ul> <p>-- Getting the parent and school community as a whole supporting the academic goals for this school year and will allow for a strong connection help all our students meet the goals set in the 2021-2022 School improvement plan.</p> <p>-- Allowing our school community to be involved in the school in multiple ways allows a strong sense of community as well as support for all our stakeholders. This directly is reflected in the success of our school year.</p>
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

- 1 .Effectively communicate with families about their students' progress and school processes/practices.
2. Provide academic tools to families in support of their students' achievement at home.
3. Purposefully involve families with opportunities for them to advocate for their students.
4. Intentionally build positive relationships with families and community partners.

**Person**  
**Responsible** [no one identified]

**#12. Other specifically relating to School Climate**

<b>Area of Focus Description and Rationale:</b>	School Climate/Conditions-- Studying our school conditions helps us to seek ways to reach and teach all students. We will continue building awareness of students who come from traumatic backgrounds, our large boy population, as well as all subgroups with a focus on social and emotional learning strategies. We will use lessons from Sanford Harmony to support restorative practice circles. We will grow in our planning to support culturally relevant instruction.
<b>Measurable Outcome:</b>	The percent of all students who come from traumatic backgrounds and all other subgroups will continue to increase their learning gains in Mathematics and ELA on the 2021-2022 FSA assessments. We will also track NWEA MAP assessment scores from the fall, winter, and spring sessions.
<b>Monitoring:</b>	NWEA MAP data from the fall, winter, and spring test sessions.
<b>Person responsible for monitoring outcome:</b>	Jennifer Tapia (tapiaj@pcsb.org)
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>-- Strengthen the implementation of research-based practices that communicate high expectations for each student.</li> <li>-- Support the implementation engagement strategies that support the development of social and emotional instructional teaching practices.</li> <li>-- These strategies will allow ALL our students to meet their learning gains expectations with making connections to culturally relevant evidence based strategies.</li> <li>-- The use of Thinking Maps across content areas will make the learning more student centered, along with a built in differentiation for each individual learner.</li> <li>-- By providing learning strategies that we research based along with tools and protocols that are also research based will provide opportunities for our students who come from traumatic backgrounds to be successful in the school environment.</li> <li>-- The use of restorative practices daily will allow for teacher to build a bridge of communication from students to student, teacher to student, and student to teacher. This practice allows for a stronger sense of community in the classroom.</li> <li>-- Providing cool down places in classrooms allows our students from traumatic backgrounds to have a safe place to go to when they need a moment to cool down or collect their thoughts.</li> <li>-- The use of it Starts with Hello allows all our students to build relationships with not only other students and peers but also other adults on our campus. These relationships can be powerful for students who need another adult to talk to even if it is not their teacher.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

***No action steps were entered for this area of focus***

**#13. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

<b>Area of Focus Description and Rationale:</b>	As a school when we reviewed the data we felt like the area that could use the most focus on to help to create a positive culture and environment for our learners was in the area of communication forms. After reviewing the communication form data from the past three years we noticed a trend with minor physical aggression, out of area, and off task behaviors were an issue and most of the communication forms collected were from P.E.; Art, and Music. We would like to decrease the number of communication forms 50% from these areas during the 2021-2022 school year.
<b>Measurable Outcome:</b>	At the end of 2021-2022 school year we will see a decrease in the top three reported behaviors (minor physical aggression, out of area, and off task) from the top three places where communication forms have been given (P.E., Art, & Music). We will focus on including restorative practices during the specials class time, as well as the whole school will review the guidelines for success the 2nd week of every month.
<b>Monitoring:</b>	The guidance counselor and the SBLT committee will review the communication forms collected monthly and share the results with the staff. They will focus on the top three behaviors and the top three areas.
<b>Person responsible for monitoring outcome:</b>	Rachel Poole (pooler@pcsb.org)
<b>Evidence-based Strategy:</b>	The behavior expectations for students are clearly defined, communicated, agreed on, implemented by all staff, and explicitly taught to students. These will be introduced at the beginning of the year along with our PRIDE (PBIS acronym) P-participate safely; R- restore relationships; I- interact with respect; D- do your best; & E- enjoy everyone's success. During this assembly PRIDE passes will be reviewed, along with Bucket Filler slips. The 2nd week of each month with guidelines for success review weeks the entire week each class, including P.E., Art, & Music will review the expectations with all students as well as it will be on our morning news and shared with out parents via the electronic marquee, Facebook, the school web page, and a call out message.
<b>Rationale for Evidence-based Strategy:</b>	By having posters made of our guidelines for success created for all classrooms, (including P.E.; Art; & Music) as well as the cafe (at least two) and the media center students will have access to a visual reminder on what is expected of them to be successful in school. Our guidelines for success are follow directions the first time, stay on task, keep your hands, feet and objects to yourself. By reviewing the guidelines for success on a monthly basis it will allow our students to have more positive learning experiences which will in turn allow them to more successful in their academics, while at the same time building and restoring relationships. Students will be able to see their success by receiving PRIDE passes from staff members throughout their school day.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

1. Create posters and have made of the guidelines for success to be hung in all classrooms, P.E. (2 or 3); Art, and Music as well as posters for the cafe (at least 2), and the media center.
2. During pre-school review the guidelines for success with all staff and create a plan for teaching and implementing the guidelines for success in all classes (including P.E., Art, & Music).
3. PRIDE Assembly kick-off where PRIDE is reviewed, PRIDE passes and Bucket Filler slips are reviewed, and the guidelines for success are taught and reviewed.
4. The 2nd week of every month, starting in September, will be guidelines for success reminder weeks. Each day the staff and teachers will review the expectations, the guidelines for success, and classes will even create a poster, poem, skit, or other things to show the connections to achieving guidelines for success.
5. All staff members will recognize and acknowledge students who are meeting or exceeding expectations while using the guidelines for success by being given a PRIDE pass or a bucket filler form.

### Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

Our school has many ways that we build a positive school culture, below are the ways that we help to bridge connections for all our students and our school community.

-- PRIDE passes are given to students for many reasons, but mainly for making decisions that support positive relationships and using the guidelines for success (follow directions the first time, stay on task, keep your hands, feet, and objects to yourself) students who exhibit these skills earn PRIDE passes. The PRIDE acronym stands for P- participate safely, R- Restore relationships, I- Interact with respect, D- Do your best, E-

Enjoy everyone's success. The students who use any of these are also allowed PRIDE passes.

-- Bucket Fillers- these are slips that students can write about another student, teachers can write about a student, students can write about a teacher/staff member, or a group/class can write about a student or teacher/staff member. These slips are reviewed by staff members and each month a pre-Kindergarten, primary

and intermediate student and a staff member are chosen to be recognized at the monthly Round-Up

## Celebration.

-- Monthly Round-Up Celebrations- This is a school-wide community event where students and staff are recognized for displaying good citizen characteristics (each month is given a specific characteristic). Each classroom teacher chooses a student to be recognized at the monthly celebration. Also students who display

the characteristics of a Terrific Kid are recognized (one student per grade level is chosen and recognized each month).

-- Restorative Circles- These are done in each classroom each and everyday which helps to build a positive classroom culture for all students. The topics are chosen by the teacher, but the circle is ran by the students.

These build classroom community and empathy for each student within a class. These are also done in P.E.,

Art, and Music when needed.

-- Guidelines for Success- These will be reviewed the 2nd week of every month, for the entire month.

Posters with

the Guidelines will be created in both English and Spanish and displayed in all classrooms, Media Center, Cafe,

P.E., art, and music. We will also remind parents monthly about these through the newsletter, electric marquee,

Facebook and the school website in order for parents to support our efforts to make school successful for all learners.

-- Daily Shout-Out- These are done at the end of the day usually by one of our administrators, these shout outs

can be academic or good choices for specific students, classes, or even grade levels. The messages are ended

with "At Garrison-Jones we are growing greatness!" The students love these and often times the parents on campus picking up their children comment on what a great way it brings together the school community in a positive way.

-- Parent and Community Volunteers- We have a large population of parent/community volunteers. These volunteers work with students in academics, act as role models for students, help with clerical work in the front

office or with classroom teachers and are an integral part of our school environment.

-- PTA/SAC/ESOL- Parent workshops allow for parents to interact with instructional leaders to get advice on how

to help their children be successful in the classroom. These events focus on specific skills, research based learning strategies, assessments at the county and state level, along with information sessions for parents on

how to be active in our school or in their child's time here at Garrison-Jones.

-- Parent/Teacher/School Communication- There are a variety of ways that we interact with our parents through

communication, we have planners where the students write down their nightly homework or upcoming academic work (1st grade-5th grade). We have a monthly newsletter, monthly Dual Language Newsletter, Facebook Page, school website, parent connect weekly phone calls, teacher emails, parent conferences, student led conferences, electronic marquee, Meet & Greet, and Open House. These forms of communication

allow us to keep the lines of communication open as well as create a positive school culture, one where we build

a bridge from parents, students, teachers, and community that is informed and able to interact with our whole

school community.

--Can Food Drives- These events take place twice a year in the fall we collect can foods and in the spring

we collect can food and toiletries for Dunedin Cares. This is another way in which we give back to the community, while teaching our students the importance of giving back to their community.

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

Mrs. Jennifer Tapia- Principal

Ms. Erica Pollick- Assistant Principal

Mrs. Rachel Poole- Guidance Counselor (over the PRIDE passes and Citizens of the Month)

Ms. Tricia Hash/Ms. Pitt- 1st Grade Teacher / Behavior Specialists

Kawanis Club- Terrific Kid Program

Susan Gould- Dunedin Cares, Dunedin Food Drive School Coordinator

Kelley Lister- Media Specialists (Read Across America/Morning News)

In conjunction with the entire faculty and staff who support the PRIDE program by awarding pride passes and complete bucket filler slips.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$1,550.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1481 - Garrison Jones Elementary Schl	School Improvement Funds		\$1,550.00
			<i>Notes: SIP Budget will be utilized for professional development learning training, substitutes, instructional materials and supplies.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$1,550.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1481 - Garrison Jones Elementary Schl			\$1,550.00
			<i>Notes: SIP Budget will be utilized for professional development learning training, substitutes, instructional materials and supplies.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: African-American</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: School Safety</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Small Group Instruction</b>				<b>\$0.00</b>
<b>8</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: English Language Learners</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Small Group Instruction</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>				<b>\$0.00</b>
<b>11</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Community Involvement</b>				<b>\$0.00</b>
<b>12</b>	<b>III.A.</b>	<b>Areas of Focus: Other: School Climate</b>				<b>\$0.00</b>

13	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$3,100.00