

Pinellas County Schools

Garrison Jones Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Garrison Jones Elementary School

3133 GARRISON RD, Dunedin, FL 34698

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Garrison-Jones Elementary believes education engages the whole child through rigorous curriculum that fosters a positive self-concept, creativity, and critical thinking to prepare students for college and career readiness.

Provide the school's vision statement.

100% Student success ~ We are Growing Greatness!

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Tapia, Jennifer	Principal	
Pollick, Erica	Attendance/ Social Work	The school administrators facilitate and lead discussion among the SIP team to review, analyze and interpret data.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Team Leaders, one representative from each grade level, including an ESOL teacher, the Art teacher (representing the specialist team), the school psychologist (representing the student services team), and two members of the School Advisory Council provided input into the strategies and goals. This collective group met during the summer for a School Improvement Day to review data and provide input into strategies, programs and processes the school utilizes to work towards the school goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP Development team will review data throughout the school year, particularly after progress monitoring dates, to review student data whole school. Professional Learning Communities will be used twice a month to review classroom data and identify students needing additional support through the MTSS process. The administration will utilize district curriculum resources to do regular walk-throughs in

classrooms to ensure that students are receiving high-level instruction and opportunities for engaging authentically in their learning. The ESOL team will provide strategic, data-based intervention times for students in the EL population.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	39%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	54	53	59	55	56	58		
ELA Learning Gains				59			68		
ELA Lowest 25th Percentile				36			69		
Math Achievement*	63	61	59	69	51	50	67		
Math Learning Gains				68			79		
Math Lowest 25th Percentile				53			63		
Science Achievement*	70	62	54	77	62	59	60		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress	65	64	59	60			72		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	2	1
ELL	52			
AMI				
ASN				
BLK				
HSP	68			
MUL				
PAC				
WHT	60			
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	59			
AMI				
ASN				
BLK				
HSP	71			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	58			
FRL	58			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			63			70					65
SWD	15			23							3	27
ELL	32			51			60				5	65
AMI												
ASN												
BLK												
HSP	54			74			75				5	66
MUL												
PAC												
WHT	52			58			66				4	
FRL	41			57			67				5	63

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	59	59	36	69	68	53	77					60
SWD	24	32	24	40	54	42						
ELL	48	60	43	65	71	64	63					60
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	65	76	58	75	78	80	77					56
MUL												
PAC												
WHT	58	55	30	68	65	50	78					
FRL	48	58	41	58	69	62	66					61

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	58	68	69	67	79	63	60					72
SWD	31	55		46	91		27					55
ELL	40	54		50	62		46					72
AMI												
ASN												
BLK												
HSP	48	53		62	76		56					74
MUL												
PAC												
WHT	63	73	73	68	80		58					
FRL	46	68	73	59	68		49					73

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	57%	3%	54%	6%
04	2023 - Spring	50%	58%	-8%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	53%	9%	50%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	70%	62%	8%	59%	11%
04	2023 - Spring	59%	66%	-7%	61%	-2%
05	2023 - Spring	71%	61%	10%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	72%	60%	12%	51%	21%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA achievement was lowest at 57%. Last year, we noticed a gap in students reading abilities, specifically in the areas of fluency as it relates to phonics and phonemic awareness. The school also had a large cohort of students in 4th grade with IEPs that had significant reading gaps.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The school's Science data decreased by 7% last year. There were some extenuating circumstances this past year with a teacher in 5th grade that was absent for long periods of time. This is not foreseen to be a circumstance we will have this upcoming school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Math, Science and ELA data all showed performance levels above the state.

Which data component showed the most improvement? What new actions did your school take in this area?

We saw the most improvement in Math. Teachers utilized Dreambox with students to assign lessons where students showed gaps in the standards. Teachers also utilized all components of the district-provided curriculum resources, along with small group work and the intervention block.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

None at this time. We are looking to see more growth this school year in ELA, Math and Science.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase ELA proficiency among all students.
2. Increase Math proficiency among all students.
3. Increase Science proficiency among all students.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data collected from the 2022-2023 school year showed students performing below grade level in ELA, Math and Science. These students need more consistent opportunities to be successful with standards-aligned tasks, differentiation and instructional methods that support each student's learning.

Measurable Outcome:

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

Proficiency in ELA will increase 3% from 57% to 60%

Proficiency in Math will increase 4% from 66% to 70%

Proficiency in Science will increase 3% from 70% to 73%

Proficiency for English Language Learners in English Language Arts will increase _____

Proficiency for English Language Learners in Math will increase _____

Maintain 96% proficiency in ELA and Math for Gifted students

Monitoring:

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

1. Walk-through tool provided by the district
2. Target/Task alignment tools created with the district and administration
3. Dreambox, iStation, ISIP data
4. Formative assessments
5. PLC agendas and notes
6. FAST and STAR progress monitoring

Person responsible for monitoring outcome:

Jennifer Tapia (tapiaj@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Utilize curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students
2. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and continuous academic growth
3. Continue to participate in cluster grouping to increase achievement for our gifted students
4. Continue Boys Study practices and strategies in the classroom and school

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies and instructional resources are research-based, effective strategies for differentiation and ensuring that all students have access to a standards-aligned curriculum.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- Utilize PLCs and Collaborative Planning to implement the instructional materials and analyze student data
- Use student data to make decisions on student learning and differentiating instruction
- Utilize Thinking Maps as a resource across grade levels K-5
- Continue to implement AVID strategies and tools across all grade levels
- Continue to utilize, monitor and track student learning on technology platforms
- Utilize BOY and MOY diagnostic science assessment data
- Continue utilizing hands-on Science inquiry and experiments
- Focus learning in the area of Nature of Science at all grade levels
- Continue to utilize district curriculum/resources for Gifted program and continue with Talented group
- Implement student-led goal setting based on student data
- Continue and increase the use of Mathematical and Science journaling and daily number routines
- Assign Dreambox weekly lessons based on student learning gaps
- Utilize Boys Study strategies in all classrooms
- Incorporate brain breaks into daily schedules
- Implement targeted phonics instruction with UFLI

Person Responsible: Jennifer Tapia (tapiaj@pcsb.org)

By When: Ongoing during 2023-2024 school year

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Garrison-Jones is the only K-5 Dual Language Program Magnet school in Pinellas County. As a 50/50 Spanish and English language program, we have a large percentage of students who are Hispanic, Spanish-speaking and English learners.

Measurable Outcome:

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

English Learner student proficiency in ELA will increase _____

English Learner student proficiency in Math will increase _____

Monitoring:

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

3. Dreambox, iStation, ISIP data
4. Formative assessments
5. PLC agendas and notes
6. FAST and STAR progress monitoring

Person responsible for monitoring outcome:

Jennifer Tapia (tapiaj@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.
2. Ongoing professional development on research-based instructional strategies and best practices for all staff working with EL students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies and instructional resources are research-based, effective strategies for differentiation and ensuring that all students have access to a standards-aligned curriculum.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Ensure instructional supports are in place for all students during core instruction, small group and independent work.
- ESOL team will work with students in small groups daily.
- Employ instructional practices to motivate and deepen student engagement including, but not limited to:

positive expectations for success, engagement activities and ideas to stimulate curiosity and eagerness to learn, and collaborative with teachers.

Person Responsible: Jennifer Tapia (tapiaj@pcsb.org)

By When: Ongoing during 2023-2024 school year

#3. Positive Culture and Environment specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. A positive school culture involves all stakeholders of the school, including staff, students, parents, school district administration, school board, community, PTA, and more broad stakeholder groups.

Measurable Outcome:

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

Positive trends in the PCS Stakeholder Survey.

Monitoring:

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

1. Parent attendance at school-sponsored activities
2. Parent/Teacher Association membership and involvement in school-based activities
3. School Advisory Council
4. Ongoing staff feedback

Person responsible for monitoring outcome:

Jennifer Tapia (tapiaj@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School administration will work closely with school staff and PTA to engage school stakeholders in events that align to academic and relationship-building opportunities. The staff will continue to use PBIS to encourage, model and award students for positive behavior during the school day.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is a research-based, district approved strategy for building positive and safe school environments. Stakeholder engagement in the school, especially with families, also supports positive school climates/ environments, while also supporting student academic success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- Starts with HELLO Campaign
- Active and highly involved PTA with activities throughout the year
- PBIS PRIDE Guidelines for Success, PRIDE passes for positive behavior, PRIDE store and grade level activities

- Bucket Filler awards
- Monthly Round Up to recognize student growth and achievement
- Strong authentic relationships between staff, students, and parents
- Community involvement activities (Dunedin Cares Food Drives, Dunedin parade, Walk & Roll to School, Veteran's Day Assembly, student concerts, Polar Express day, Ready-Set Kindergarten, Boo-Hoo Breakfast, Olympic Field Day, Books & Bagels, International Night, incoming Kindergarten bags)
- Use of Restorative Practices/Circles
- Parent/Community volunteers
- Monthly SAC meetings
- Dual Language PAC meetings
- School/Home Communications
- Kiwanis Club - Terrific Kid Award
- Calming Corners in Classrooms
- Therapy Dog
- Wellness Activities
- Social-Emotional Learning
- Trauma-Informed practices
- Zones of Regulation
- Great American Teach-In
- ELP/Enrichment Clubs
- Pioneer Partners
- Staff Treat Trolley

Person Responsible: Jennifer Tapia (tapiaj@pcsb.org)

By When: Ongoing for the 2023-2024 School Year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School Improvement funding allocations will be reviewed at the building level, along with SBLT and SAC members. Resources purchased with SIP money and Title 1 monies will be reviewed for effectiveness based on student learning data and teacher usage.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Families will receive a one-page SIP document that highlights the goals and strategies outlined in the SIP. This one-page document will also be on the school website and displayed in the administration building. Administration will also continue to share the SIP throughout the year, along with data, with the SAC committee.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

School Webpage: <https://www.pcsb.org/garrison-es>

The school will work closely with the PTA and SAC to plan and implement activities throughout the school year that engage families in their child's school experiences and learning. Families will also receive student data after progress monitoring dates and receive curricular information during Open House and during parent/teacher conferences.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The staff will focus on the action items under all three SIP goals throughout the school year during staff meetings, PLCs, collaborative planning and school-based planning days. Staff will attend professional development provided by the district to better understand curricular resources and strengthen their instructional toolkits. The school will also offer Extended Learning Programs before and after school, as well as enrichment clubs. The gifted and talented program will continue to identify students needing accelerated learning opportunities in the classroom.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School has a Student Services Team with counselor, and part-time social worker and psychologist.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We are an AVID school. Our mission is aligned to AVID and college and career readiness for all students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We use an MTSS model to address Tier 1, 2, and 3 behaviors in students. We use appropriate strategies and resources at each tier, looking at the individual needs of each student.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

District-Wide Training, school-based training and learning opportunities are based on the SIP, peer-to-peer mentoring and collaboration, PLCs

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Meet and Greet for VPK students to meet teacher and get to know the school

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment:	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes