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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: 7/1/2021

<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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	75%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2021-22: B (60%) 2020-21: (66%) 2018-19: A (67%) 2017-18: C (53%)
<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>	TS&I
* 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.

## Part 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

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tapia, Jennifer	Principal	
Pollick, Erica	Assistant Principal	

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Jennifer Tapia

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

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

44

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

589

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

1

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

2

#### Demographic Data

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Wednesday 6/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

**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	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	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%			58%			69%	54%	57%
ELA Learning Gains	59%			68%			71%	59%	58%
ELA Lowest 25th Percentile	36%			69%			60%	54%	53%
Math Achievement	69%			67%			71%	61%	63%
Math Learning Gains	68%			79%			74%	61%	62%
Math Lowest 25th Percentile	53%			63%			62%	48%	51%
Science Achievement	77%			60%			62%	53%	53%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	56%	8%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	66%	56%	10%	58%	8%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	74%	54%	20%	56%	18%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	62%	2%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-64%				
05	2022					
	2019	83%	60%	23%	60%	23%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	54%	6%	53%	7%
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### **Part III: Planning for Improvement**

## Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

### **What trends emerge across grade levels, subgroups and core content areas?**

English Language Arts 54% proficiency, Math 58% proficiency in 4th-5th grade.

Hispanic students achieving 52% proficiency in ELA based on FSA and 63% in math proficiency. Our goal is to increase and close the gap between reading and math proficiency.

Science 77% proficiency in 5th grade.

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

Increasing our ELA proficiency from 54% to 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?**

Our focus this school year will be increasing our school data with a focusing on achieving a 60% in ELA by focusing on volume of writing and reading with accountability.

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

Science proficiency increased from 58% to 77%.

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

Deepening rigor and attention to core targeted lessons focusing on the standard and increasing student knowledge on 3rd grade, 4th and 5th grade standards 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.**

Professional Development in B.E.S.T Standards, Thinking MAPs, Project-Based Learning, MAST for math and science.

### **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 increasing our school data with a focusing on achieving a 60% or higher across all content areas.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus**

**Description and**

**Rationale:**

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

All students in grades K-5 moved to the Florida B.E.S.T Standards in ELA and Math. Standards-based data collected from the 2021-2022 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 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 Science will increase 4% (from 77% to 81%) as measured by FSA.  
 Proficiency in Math will increase 4% (from 58% to 62%) as measured by FAST - PM3.  
 Proficiency in ELA will increase 6% (from 54% to 58%) as measured by FAST - PM3.  
 Hispanic Student Proficiency in ELA will increase 4% (from 52% to 56%) as measured by PM3.  
 Hispanic Student Proficiency in Math will increase 4% (from 63% to 67%) as measured by PM3.  
 Gifted students will maintain 96% proficiency in ELA & math (from 96% to 96%) as measured by PM3.

**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

**Person responsible for monitoring outcome:**

Jennifer Tapia (tapiaj@pcsb.org)

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

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 the Cluster Grouping grant to increase achievement for our Gifted Students.
4. Continue Boys Study professional development, practices and strategies in the classroom and school.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

**Action Steps to Implement**

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

- 1a. Utilize PLCs and Collaborative Planning to implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards/NGSSS.
- 1b. Utilize data to make decisions about implementation of the curriculum and to differentiate instruction in order to maximize impact on student learning.
- 1c. Utilize Thinking Maps across grade levels K-5 to engage students in organizing their thinking and learning.
- 1d. Continue to implement AVID strategies and tools across all grade levels.
- 1e. Articulate high expectations for ALL students.
- 1f. Continue using technology platforms and resources with ELA/Writing and Math instructional strategies.
- 1g. Continue to monitor and track student learning on technology platforms.
- 1h. Continue and increase project-based learning opportunities, including student-based centers and activities.
- 1i. Assign Dreambox weekly lessons based on student learning gaps.
- 1j. Continue and increase use of Mathematical and Science journaling and daily number routines.
- 1k. Focus learning in the area of Nature of Science at all grade levels.
- 1l. Utilize BOY and MOY diagnostic science assessment data (3rd and 4th grade standards).
- 1m. Continue and increase STEM learning activities within the classroom and provided outside the school day in our Enrichment Clubs.
- 1n. Continue utilizing hands-on Science inquiry and experiments in the Science lab.

- 2a. Implement goal-setting that is student-led, continuous and monitored weekly by teacher.
- 2b. Continue to implement AVID strategies and tools across all grade levels.
- 2c. Continue with PBIS PRIDE passes, awards and incentives for students.
- 2d. Practice Growth Mindset (Carol Dewitt) in classroom, model for students, and utilize resources with students to teach the Power of Yet!
- 2e. Monitor students' success through the use of peer feedback, teacher feedback, and student led conferences.

- 3a. Continue to participate in the Javitz/Cluster Grouping Grant and professional development from district.
- 3b. Begin a Talented Group for the 22-23 School Year.
- 3c. Continue to utilize district curriculum and resources for Gifted program.

- 4a. Continue to utilize flexible seating and increase seating to more classrooms this school year.
- 4b. Participate in a book study with staff to understand how the brain drives behavior.
- 4c. Participate in Battle of the Books.
- 4d. Utilize and implement highly engaging strategies for a diverse group of learners in all classrooms.
- 4e. Incorporate brain breaks into daily schedules.

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

**#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 critical need from the data reviewed.**

Garrison-Jones is the ONLY K-5 Dual Language Program Magnet school in Pinellas County. As a 50/50 Spanish & 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 4% (from 52% to 56%) as measured by PM3.  
 English Learner Student Proficiency in Math will increase 4% (from 63% to 67%) as measured by PM3.

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

Formative assessment data  
 Monitoring monthly iStation and Dreambox data  
 Monitoring data for PM1, PM2, PM3  
 Students setting attainable learning goals based on their data outcomes and celebrating their success when goals are met.

**Person responsible for monitoring outcome:**

Jennifer Tapia (tapiaj@pcsb.org)

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

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

**Action Steps to Implement**

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

- 1a. Ensure instructional supports are in place for all students during core instruction, small group and independent work.
- 1b. ESOL Team will work with students in small groups during Intervention Block daily.
- 1c. 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, project-based learning, and collaborative work among teachers.

**Person Responsible**

Jennifer Tapia (tapiaj@pcsb.org)

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

1. Starts with HELLO Campaign
2. Active and involved Parent Teacher Association with activities throughout the year
3. PBIS PRIDE Guidelines for Success, PRIDE passes for positive behavior, PRIDE store/Grade level activities
4. Monthly Bucket Filler awards
5. Monthly Round Up to recognize student growth and achievement
6. Strong, authentic relationships between staff and students and parents
7. Community Involvement Activities - Dunedin Cares Canned Food Drives, STEPS Dual Language, Bilingual Village, Dunedin Parade, Walk & Roll to School, Veteran's Day Assembly, Student Concerts, Round-Up, Polar Express Day, Ready-Set Kindergarten, Boo-Hoo Breakfast, Room Moms, Snack-a-Pack, Incoming Kindergarten Goodie Bags, Special Olympics, Olympic Field Day
8. Use of Restorative Practices/Circles
9. Parent/Community Volunteers
10. SAC Advisory Committee meets monthly
11. Dual Language PAC Committee
12. School/Home Communications (School Messenger, email, phone calls, ZOOM and in-person meetings, Facebook, Website, marquee, events on campus)
13. Kiwanis Club - Terrific Kid of the month
14. Calming Corners in Classrooms
15. Equity Training
16. Staff Treat Trolley
17. Therapy Dogs
18. Wellness activities
19. Social-Emotional learning for students and staff
20. Trauma-informed classroom and school-wide strategies
21. Zones of Regulation
22. Student-Led Conferences
23. Great-American Teach-In
24. ELP/Enrichment Club
25. Pioneer buddies (younger kids and older kids paired up to do activities/tutoring together)

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

Jennifer Tapia - Principal  
 Erica Pollick - Assistant Principal  
 Rachel Poole - Guidance Counselor  
 Trish Hash - 1st Grade Teacher

Mary Pitt - Behavior Specialist

Kiwanis Club - Terrific Kid

Susan Gould - Dunedin Cares

Kelley Lister - Media Specialist

All staff - Support the PRIDE program and Bucket Filler