

## Executive Summary of Garrison-Jones Elementary SIP 2015-2016

Garrison-Jones Elementary School has 679 students grades PreK to 5<sup>th</sup>, two administrators, 55 teachers (including specialists and student services personnel), and 47 staff members. The mission of Garrison-Jones Elementary is to develop the whole child through a broad based curriculum, a positive self-concept, creativity, self-discipline, values and life skills. As a learning community we work together to create and maintain a high quality academic and safe learning environment that fosters 100% student success.

To accomplish this mission, Garrison-Jones has developed the following goals:

1. Students meeting expectations in English Language Arts grades 3-5 will increase by 5% and those exceeding state expectations in grades 3-5 will increase by 16% on the ELA FSA as measured by Florida Standards Assessments to achieve AMO targets.
2. Students meeting expectations in Math grades 3-5 will increase by 14% and those exceeding state expectations in grades 3-5 will increase by 7% on the Math FSA as measured by Florida Standards Assessments to achieve AMO targets
3. 70% of fifth grade students will be at or above Level 3 proficiency in Science as measured by the Florida Science Standards Assessment to achieve AMO targets.
4. We will increase the current level of Student Wellness to Gold status to promote a healthier generation.
5. The number of Black students scoring at or above proficiency level 3 will increase by 22% in Math and 24% in Reading evidenced by Florida Standards Assessments to achieve AMO targets.

The core instructional and monitoring strategies included in our action plans are:

- Expanding before and after school academic program opportunities to supplement interventions provided during the school day to differentiate and scaffold instruction in Reading, Math and Science aligned to Florida Standards by hiring highly qualified teachers, monitoring progress using formative assessments and building a thorough schedule and calendar.
- Provide on-going feedback on strategies used to increase rigor with higher level questions, integrated content, note taking strategies (AVID), written responses and analytical problem-solving and engagement, using iObservation.
- Providing on-going, intense professional development on research-based strategies in all core instruction content areas (e.g., Planning strategies, Text Dependent Questioning, Speaking and Listening using Talk Moves, Content Enhancement, rubrics and scales, and differentiated lesson planning through the use of GoQuest, Marzano learning goals and scales).
- Providing ongoing guided data analysis meetings, to examine current levels of learning aligned to Florida Standards Assessments, district Common assessments, iObservation tool data, anecdotal record-keeping, and formative assessments to monitor student

progress and adjust teaching. Student goal setting through the use of agenda planners and scales and rubrics aligned to specific learning goals will increase student autonomy for measuring learning and monitoring performance.

- Designing and implementing a master schedule and calendar to support researched-based strategies in core instruction, inclusion support, individualized interventions, and collaborative planning based on data.

To establish effective professional development processes, we have implemented ongoing, pre-planned monthly “Just In Time” core content area professional coaching, reflection, and debriefing. Through the coaching process teachers will have opportunities to experience modeling, side by side coaching and immediate feedback on the improvement of their professional practice and instructional delivery. Teachers will participate in the coaching process through monthly curriculum meetings, weekly collaborative planning and pre-planned coaching visits during content area blocks. Professional development is aligned to teachers’ Deliberate Practice focus. A review of needs assessments resulted in the course of action to provide district coaching support. In addition to guided data analysis, Professional Learning Communities (PLC’s) meet weekly to analyze student data and prepare for purposeful collaborative planning using the identified data trends. Cross grade level PLC’s are held monthly in collaboration with the student services team to identify Tier 1 needs and develop effective instructional strategies to increase student performance. The eight step problem solving process is used regularly for staff and students instruction.

The parent involvement efforts at Garrison-Jones are multifaceted while trying to meet the varied needs of our community. Parent activities will occur before, during and after school and include parent curriculum nights, volunteer possibilities, tutoring, family evening activities, and ESOL workshops. The community liaison will increase volunteers, mentors and sponsors to support student and parent activities.

Increased use of the new website, phone messenger system, newsletters, the marquee, and our student agenda plan will provide more frequent communication as well as provide translation opportunities for our diverse family needs.

For more information about Garrison-Jones’ and our School Improvement Plan, please visit our website at <http://www.pcsb.org/garrison-es>