

Pinellas County Schools

# Garrison Jones Elementary School



## 2019-20 School 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: Karen Buckles**

Start Date for this Principal: 9/9/2010

<b>2018-19 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>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	55%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: A
<b>School Grades History</b>	2017-18: C 2016-17: B 2015-16: C 2014-15: A 2013-14: C
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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**

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 and position title for each member of the school leadership team:

<b>Name</b>	<b>Title</b>
Buckles, Karen	Principal
Principal	
Eash, Kim	Teacher, K-12
Teacher, K-12	
Hash, Patricia	Teacher, K-12
Teacher, K-12	
Scavino, Ashley	Teacher, K-12
Teacher, K-12	
Pollick, Erica	Assistant Principal
Assistant Principal	
Hawkes, Kathy	Teacher, K-12
Teacher, K-12	
Ward, Amy	Teacher, K-12
Teacher, K-12	
Schneider, Kelsie	Teacher, ESE
Teacher, ESE	
Cristina, Dry	Teacher, K-12
Teacher, K-12	
Visalli, Jennifer	Teacher, K-12
Teacher, K-12	
Westrich, Ben	Teacher, K-12
Teacher, K-12	
Poole, Rachel	Guidance Counselor
Guidance Counselor	
Skeim, Miriam	Teacher, K-12
Teacher, K-12	
Lister, Kelley	Teacher, K-12
Teacher, K-12	
Barrs, Melissa	Teacher, K-12
Teacher, K-12	

## Early Warning Systems

### Current Year

**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	79	84	102	89	87	89	0	0	0	0	0	0	0	530
Attendance below 90 percent	10	10	12	5	8	7	0	0	0	0	0	0	0	52
One or more suspensions	0	0	4	0	3	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	2	19	7	35	33	0	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17

**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	2	0	7	0	6	5	0	0	0	0	0	0	0	20

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

**FTE units allocated to school (total number of teacher units)**

29

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

Friday 7/12/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - 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
Attendance below 90 percent	0	4	5	7	8	6	0	0	0	0	0	0	0	30
One or more suspensions	0	1	4	0	1	7	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	4	11	16	5	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	0	24	27	0	0	0	0	0	0	0	51

**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	1	6	0	0	0	0	0	0	0	7

**Part II: Needs Assessment/Analysis**

**School Data**

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	2019			2018		
	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%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	79 (0)	84 (0)	102 (0)	89 (0)	87 (0)	89 (0)	530 (0)
Attendance below 90 percent	10 ( )	10 ( )	12 ( )	5 ( )	8 ( )	7 ( )	52 (0)
One or more suspensions	0 ( )	0 (0)	4 (0)	0 (0)	3 (0)	0 (0)	7 (0)
Course failure in ELA or Math	0 ( )	2 (0)	19 (0)	7 (0)	35 (0)	33 (0)	96 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	0 (0)	7 (0)	10 (0)	17 (0)

**Grade Level Data**

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

NOTE: 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
03	2019	64%	56%	8%	58%	6%
	2018	59%	53%	6%	57%	2%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	66%	56%	10%	58%	8%
	2018	53%	51%	2%	56%	-3%
Same Grade Comparison		13%				
Cohort Comparison		7%				
05	2019	74%	54%	20%	56%	18%
	2018	49%	50%	-1%	55%	-6%
Same Grade Comparison		25%				
Cohort Comparison		21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	62%	2%	62%	2%
	2018	58%	62%	-4%	62%	-4%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	62%	64%	-2%	64%	-2%
	2018	61%	62%	-1%	62%	-1%
Same Grade Comparison		1%				
Cohort Comparison		4%				
05	2019	83%	60%	23%	60%	23%
	2018	61%	61%	0%	61%	0%
Same Grade Comparison		22%				
Cohort Comparison		22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	54%	6%	53%	7%
	2018	57%	57%	0%	55%	2%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data											
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 2016-17	C & C Accel 2016-17
SWD	50	53		50	40						
ELL	52	60	43	49	61	44	39				

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 2016-17	C & C Accel 2016-17
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				

2018 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 2015-16	C & C Accel 2015-16
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**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	68
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	76
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53

<b>English Language Learners</b>	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
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	61
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	71
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

2017-2018 Students with Disabilities (SWD) resulted in 12% in ELA proficiency.  
2018-2019 SWD resulted in 35% proficiency.

2017-2018 Students with Disabilities (SWD) resulted in 29% in Math proficiency.  
2018-2019 SWD resulted in 41% proficiency.

Breakdown of results by grade level:

- 29% of proficiency in 3rd grade ELA and 14% proficiency in 3rd-grade math
- 17% of proficiency in 4th grade ELA and 0% proficiency in 4th-grade math
- 60% of proficiency in 5th grade ELA and 80% proficiency in 5th-grade math

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

All data components show increases to the previous 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**

4th Grade Math had a 1% increase from the previous year. One teacher from last year participated in our teacher to teacher observation program and made improvement from last year. Though the other three classes earned a 61%, 68%.and 73% proficiency rate, the grade level as a whole earned a 26% increase with our L25% students.

-3rd grade ELA increased by 5 points for a total of 64%, exceeding the state average of 58%.

-3rd grade Math increased by 6 points for a total of 64%, exceeding the state average of 62%.

-4th grade ELA increased by 13 points for a total of 66%, exceeding the state average of 58%.

\*\*4th grade Math increased by 1 point for a total of 62%, below the state average of 64%.

-5th grade ELA increased by 25 points for a total of 74%, exceeding the state average of 56%.

-5th grade Math increased by 22 points for a total of 83%, exceeding the state average of 60%.

-5th-grade Science increased by 3 points for a total of 60%, exceeding the state average of 53%.

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

5th Grade Math had the largest increase resulting in a gap with the state. Collaborative Planning was a big factor as well as the content knowledge of the teachers in fifth grade. The team leader planned with a peer for support and implementation. Two of the teachers participated in peer observations with other teachers (include multiple visits and feedback). ESE inclusion planned and worked with a strong teacher with a deep math knowledge base. In the moment data provided from AAR and MAP was valuable in PLCs and CP - honing in on bucket list with subgroups.

Data chats with individual teachers and grade level teachers along with weekly PLCs that dig deeper into student classroom data and providing enrichment or additional reteaching. MAP data show gains in predicted proficiency in most classes and administrative classroom observations with strategic planning for utilization and implementation of follow up on formative assessments/biweeklies (including actionable feedback and reteaching.) The use of formative assessments to reteach and differentiate instruction. Planning for rigorous student-centered standards-based instruction, small group focused and with fidelity, and independent reading with accountability. Student Goal setting in terms that made it manageable.

### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

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

20 students who have 2 or more early warning indicators.

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

- 1) Our focus this school you will be on stabilizing and maintaining our school data with a focus of achieving a 60% or higher across all content areas.
- 2) By the end of the year, our students making gains in their reading proficiency will be maintained at the level of 60% or higher, as measured by 2019-2020 ELA FSA scores.
- 3) By the end of the year, our students making gains in their reading proficiency will be maintained at a level of 60% or higher, as measured by 2019-2020 Math FSA scores.
- 4) By the end of the year, our students will maintain a score of 60% or higher, as measured by 2019-2020 FSA Science assessment.
- 5) We will continue building awareness of students who come from traumatic backgrounds with a focus on social and emotional learning strategies. We will continue to reduce the lack of awareness for these students an increase awareness and implementation of strategies from Sanford Harmony.

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

**Areas of Focus:**

**#1****Title**

ELA/Writing

**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. Work together is also based on Collaboration and Co Teach 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 2020 Florida Standardized Assessment (FSA) in the area of Reading.

**State the measureable outcome the school plans to achieve**

The percent of all students making gains in their reading proficiency will increase from 60% to 70% as measured by 2019-2020 ELA FSA scores. The percent of all students making learning gains will increase from 71% to 75%, as measured by the 2019-2020 ELA FSA scores. The percent of all L25 students reaching reading proficiency will increase from 60% to 65%, as measured by the 2019-2020 ELA FSA scores.

**Person responsible for monitoring outcome**

Karen Buckles (bucklesk@pcsb.org)

**Evidence-based Strategy**

- Provide scaffolds for accessing grade level text.
- \* Continue planning for differentiation through small group instruction.
- \* ELA modules for core focuses on student accountability with a
- \* Concentration of culturally relevant materials
- Continue one strand of Reading Units of Study in each grade (architecture of the mini lesson)
- Intentional focus on writing every day.
- \* Continue to increase journaling with feedback from peers and teachers with fidelity.
- Continue to grow our depth of knowledge Thinking Maps.
- \* Participation in Gifted C3 will assist with enriching and challenging ELA modules extension activities instruction for gifted and talented students.

**Rationale for Evidence-based Strategy**

- ~These strategies will allow ALL our students to meet their learning gains expectations with making connections to culturally relevant evidence based strategies.
- ~ The use of Thinking Maps will make the deepen student knowledge towards a sense of independence - supporting differentiation for each individual learner.
- ~An increased use of Project Based Learning for all students to help increase student centered activities.

**Action Step****Description**

1. Continue data collection on specific grade level teachers implementing Reading Unit of Studies with a focus on the architecture of a mini lesson
2. Continue to focus on writing with teacher and peer feedback consistently

with fidelity.

3. Continue to increase in independent reading across grade levels to help build individual differentiated learning as well as increase student stamina in reading.

4. Continue the use of Jan Richardson's Guided small group interventions based on student need.

5. Continue on grade level eyes on 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.

6. ELA modules 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.

7. Continue our research plan and data collection on Reading Units of Study within our research study group ~ development of the architecture of a mini-lesson with an addition of rigorous writing to enhance the ELA learning block. Dual Language strands largely study through RUS to allow for differentiation of the diverse student population.

9. Continue our focus on writing every day. Continue to increase journaling with feedback from peers and teachers with fidelity.

10. Continue to grow our depth of knowledge Thinking Maps.

11. Participation in Gifted C3 will assist with enriching and challenging ELA modules extension activities instruction for gifted and talented students.

**Person  
Responsible**

Erica Pollick (pollicke@pcsb.org)

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<b>#2</b>	
<b>Title</b>	Math
<b>Rationale</b>	<p>Math Teaching and Learning Institute helps prepare leadership in the content area of math within schools. We will increase the number of teachers to participate in this year's cohort. Teacher leaders will provide PD to all staff through grade level and whole staff PLCs. We will also initiate peer observations across grade levels.</p> <p>Teacher leadership will also help us to study our work through participating as a demonstration school.</p> <p>Practice from MTLI will provide strategies for all learners, Dual Language learners, EL learners, and ESE learners.</p> <p>The percent of all students achieving math proficiency will increase from 71% to 76% as measured by 2019-2020 FSA Mathematics assessment scores.</p>

<b>State the measureable outcome the school plans to achieve</b>	The percent of all students making gains learning gains will increase from 74% to 80% as measured by 2019-2020 Math FSA scores. The percent of all L25 students making learning gains will increase from 62% to 65%.
<b>Person responsible for monitoring outcome</b>	Karen Buckles (bucklesk@pcsb.org)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>• Deepen our content knowledge in rich 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.</li> <li>• Continue our PLC sessions on increasing Math conceptual knowledge through Number Routines with our MTLI study group .</li> <li>• Continue to increase math journaling with specific teacher feedback from peers and teachers with consistency.</li> <li>• Continue to grow Thinking Maps.</li> </ul> <p>~These strategies will allow ALL our students to deepen their conceptual understanding of number sense to meet their learning expectations and make connections to culturally relevant evidence based strategies.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>- To grow as a school community teacher to teacher, teacher to students, student to student in mathematical concepts.</p> <p>~ The use of Thinking Maps will provide increased opportunities for student centered, along with a built in differentiation for each individual learner.</p> <p>~An increased use of Project Based Learning for all students to help increase student centered activities,</p>

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement complex and rigorous mathematical tasks from the new math adoption with a focus on increasing gifted and talented students outcomes.</li> <li>2. Enhance staff capacity to identify critical content from the standards using intentional and collaborative planning centered around math descriptors.</li> </ol>

3. Strengthen staff ability to engage students in complex tasks through our work with MTLI.
4. Continue the USF MTLI Math research 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.

**Person  
Responsible**

Erica Pollick (pollicke@pcsb.org)

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<b>#3</b>	
<b>Title</b>	Science
<b>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 60% to 70% proficiency on the 2019-2020 FSA in the area of Science.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving science proficiency will be maintained at a level of 60% or higher, as measured by 2019-2020 FSA Science assessment scores.
<b>Person responsible for monitoring outcome</b>	Karen Buckles (bucklesk@pcsb.org)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>•Continue to provide cognitively complex tasks 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 our deep focus on implementing the SLAGS and providing hands on learning in the Science Lab, as well as introducing STEM activities to students to enhance the Science learning block.</li> <li>•Continue to increase journaling with feedback from peers and teachers consistently across content areas with fidelity.</li> <li>•Continue to grow Thinking Maps across content areas.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<p>~These strategies will allow ALL of our students to meet their learning gains expectations while making connections to culturally relevant evidence based strategies.</p> <p>~ 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.</p> <p>~An increased use of STEM and hands-on activities for all students will increase student understanding through experience and discovery.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1.Enhance staff capacity to identify critical content from the standards using intentional and collaborative planning. Teachers will incorporate the 10-70-20 model for science instructional needs</li> <li>2. The increase in standards based instructional practices to ensure student rigor using complex tasks that will align to the standard. Teachers will monitor the students to support the “confirming the learning” portion of the instructional model.</li> <li>3. The use of thinking maps for science and academic vocabulary to increase student understanding.</li> <li>4. Develop implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic Assessment.</li> <li>5. We will implement 4th &amp; 5th grade unit assessments, identify low performing standards, add low performing standards to the fifth grade review plan.</li> </ol>

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

**#4**  
**Title** Bridging the Gap  
**Rationale** We will continue working with our black students making learning gains in the area of ELA as measured by the ELA FSA result

**State the measureable outcome the school plans to achieve** The percent of black students will continue making learning gains in ELA by maintaining 60% or higher as measured by May 2019-2020 ELA FSA results.

**Person responsible for monitoring outcome** Karen Buckles (bucklesk@pcsb.org)

**Evidence-based Strategy**  
 ~Strengthen the implementation of research-based practices that communicate high expectations for each student.  
 ~Support the implementation engagement strategies that support the development of social and instructional teaching practices.

**Rationale for Evidence-based Strategy**  
 ~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.  
 ~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.

**Action Step**

**Description**

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)

**#5****Title** School Climate/Conditions**Rationale**

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.

**State the measureable outcome the school plans to achieve**

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 2019-2020 FSA assessments.

**Person responsible for monitoring outcome**

Karen Buckles (bucklesk@pcsb.org)

**Evidence-based Strategy**

~Strengthen the implementation of research-based practices that communicate high expectations for each student.  
~Support the implementation engagement strategies that support the development of social and emotional instructional teaching practices.

**Rationale for Evidence-based Strategy**

~These strategies will allow ALL our students to meet their learning gains expectations with making connections to culturally relevant evidence based strategies.  
~ 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.  
~An increased use of Project Based Learning for all students to help increase student centered activities,

**Action Step****Description**

1. Develop a restorative classroom culture to help learners meet high academic, and social-emotional learning expectations.
2. Recognize and respond to the need of learners to connect to school/classroom community by using restorative practices to actively promote trust, empathy, collaboration, and social learning skills.
3. Actively display, (re)-teach and implement school-wide Tier 1 practices and strategies.
4. Conduct and continuously improve on RP circles on a daily basis.
5. Use restorative practices to help learners to feel socially, emotionally and academically connected to peers and enhance self-awareness.

**Person Responsible**

Erica Pollick (pollicke@pcsb.org)

<b>#6</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	We will continue to encourage students/families to attend school on a daily basis to help them achieve their academic goals and expectations.
<b>State the measureable outcome the school plans to achieve</b>	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.
<b>Person responsible for monitoring outcome</b>	Karen Buckles (bucklesk@pcsb.org)
<b>Evidence-based Strategy</b>	~ 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.
<b>Rationale for Evidence-based Strategy</b>	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.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Celebrate classrooms with the highest attendance each month - posted on their door.</li> <li>2. Celebrate students at our monthly student recognition program.</li> <li>3. Conference with students.</li> <li>4. Make parent phone calls.</li> <li>5. Implement small group breakfast/lunch groups. Use culturally relevant activities to help increase student connectedness.</li> </ol>
<b>Person Responsible</b>	Erica Pollick (pollicke@pcsb.org)

<b>#7</b>	
<b>Title</b>	Family Engagement
<b>Rationale</b>	We will continue to develop a strong Family Engagement through morning and evening activities and programs. We recognize the importance of family involvement. 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.

<b>State the measureable outcome the school plans to achieve</b>	We will increase our volunteer hours from 1688 in 2019 to 1700 hours by the end of 2020.
<b>Person responsible for monitoring outcome</b>	Karen Buckles (bucklesk@pcsb.org)
<b>Evidence-based Strategy</b>	<p>~ Continue with our 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 differentiates/scaffolds instruction to meet the needs of each student.</p> <p>~ Enhance staff capacity to support students through purposeful activation and transfer strategies.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>By supporting the academic goals for this school year and with a strong connection between the community and the school we will be able to help all our students meet the goals set in the 2019-2020 School improvement plan. Below are some ways in which we currently support our school community, as well as will continue to support and expand.</p> <ul style="list-style-type: none"> <li>• Communication ~ Meet &amp; Greet, Open House, Grandparents meetings, Parent Workshops, Fall/Spring 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>

<b>Action Step</b>	
<b>Description</b>	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** Erica Pollick (pollicke@pcsb.org)

**#8**

**Title** Healthy Schools

**Rationale** Our staff and students will continue to focus on healthy eating habits and activities to gain an optimal healthy lifestyle.

**State the measureable outcome the school plans to achieve** Our school will be eligible in 5 out of 6 modules for bronze recognition by April 2020 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework. We would like to increase to the silver recognition by April of 2020.

**Person responsible for monitoring outcome** Kelley Lister (listerk@pcsb.org)

**Evidence-based Strategy** ~ Enhance staff capacity to support students through purposeful activation and transfer strategies.

**Rationale for Evidence-based Strategy** 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.

**Action Step**

- Description**
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** Kelley Lister (listerk@pcsb.org)



**#9****Title**

Gender Gap (Boys)

**Rationale**

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.

**State the measureable outcome the school plans to achieve**

The percent of male students achieving ELA proficiency will be maintained 60% or higher, as measured by May 2019-2020 FSA ELA results.

**Person responsible for monitoring outcome**

Karen Buckles (bucklesk@pcsb.org)

**Evidence-based Strategy**

~Strengthen the implementation of research-based practices that communicate high expectations for each student.  
 ~Support the implementation engagement strategies that support the development of social and instructional teaching practices.  
 \_ Book study prefacing boy developmental phases and formulate responsive strategies that center around voice, movement, and choice.

**Rationale for Evidence-based Strategy**

~These strategies will allow ALL our students to meet their learning gains expectations with making connections to culturally relevant evidence based strategies.  
 ~ 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.  
 ~An increased use of Project Based Learning for all students to help increase student centered activities.

**Action Step****Description**

1. Create learning environment 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)

<b>#10</b>	
<b>Title</b>	ESE
<b>Rationale</b>	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 Florida Standardized Assessment (FSA) in the area of Reading.

<b>State the measureable outcome the school plans to achieve</b>	The percent of ESE students achieving ELA learning gains will be maintained at a level of 60% or higher, as measured by 2019-2020 FSA ELA results.
<b>Person responsible for monitoring outcome</b>	Karen Buckles (bucklesk@pcsb.org)
<b>Evidence-based Strategy</b>	<p>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).</p> <ul style="list-style-type: none"> <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> <li>•Continue to grow Thinking Maps across content areas.</li> </ul> <p>~These strategies will allow our ESE students to maintain or move towards proficiency.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>_ Provide learning that connects to culturally relevant evidence based strategies.</p> <p>~ 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.</p> <p>~An increased use of Project Based Learning for all students to help increase student centered activities</p>

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Collaborate with classroom teachers to develop standards-based lesson plans for our ESE students.</li> <li>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.</li> <li>3. Continue the use of Thinking Maps to support student differentiated learning.</li> </ol>

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

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<b>#11</b>	
<b>Title</b>	ESOL
<b>Rationale</b>	<p>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 2019-2020 Florida Standardized Assessment (FSA) in the area of Reading.</p>
<b>State the measureable outcome the school plans to achieve</b>	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 2019-2020 FSA ELA results.
<b>Person responsible for monitoring outcome</b>	Karen Buckles (bucklesk@pcsb.org)
<b>Evidence-based Strategy</b>	<p>~Utilize and monitor the implementation of Can Do Name charts and the Model Performance Indicators in the planning practice within all classrooms to endure the instruction matches the needs of ELs and scaffolding provides an appropriate entry point for grade-level content with ongoing student feedback.</p> <p>-Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.</p> <p>-Provide instruction with eyes on grade level text with scaffolds.</p> <p>- Classroom teacher and EL teacher to collaborate and plan on information from Collaboration and Co Teaching.</p> <p>~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.</p> <p>- Go to the next level with our book study Collaboration and Co Teaching.</p> <p>~These strategies will allow our ESOL students to progress along the continuum of learning by making connections to culturally relevant evidence based strategies.</p> <p>~ 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.</p> <p>~An increased use of Project Based Learning for all students to help increase student centered activities</p>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Collaborative planning between classroom teachers and EL Resource teachers to develop standards-based lesson plans for our ELL students.</li> <li>2. Support the use of academic language by using the ELA Standards with Model Performance Indicators for</li> </ol>

English Learners and Academic Vocabulary Instruction book with our ELL students.

3. Continue the use of Thinking Maps to support student differentiated learning.

**Person  
Responsible**

Erica Pollick (pollicke@pcsb.org)

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**#12**

**Title** Gifted

**Rationale** 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.

**State the measureable outcome the school plans to achieve** We will move all of our level 3 gifted students to a level 4 or above on the 2019-2020 Florida Standardized Assessment (FSA) in the content areas of Reading and Math.

**Person responsible for monitoring outcome** Karen Buckles (bucklesk@pcsb.org)

**Evidence-based Strategy**

- Staff PD to increase student engagement in complex tasks.
- 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.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Continue to support the social and emotional needs of the gifted child.

**Rationale for Evidence-based Strategy**

- \* This year we will study the impact of cluster grouping to support differentiation of instruction to better meet the needs of our gifted and talented learners.
- \* We will plan for intentional cluster grouping of gifted learners in grades 4 & 5
- \* Our teachers will earn gifted micro-credential and/or gifted endorsement
- \* We will plan for intentional differentiation for our gifted learners
- \* We will plan and implement ELA Module Extensions for above grade level learners
- \* We will plan and implement rich math tasks through MTLI.
- \* We will seek PD on differentiation of the modules for 4th and 5th grade teachers
- \* Math tasks

**Action Step**

**Description** Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback. Teachers/staff obtain the gifted micro-credential and/or the gifted endorsement so that they can better differentiate for gifted learners. Cluster group gifted and talented students so that the process of differentiating is more effective for gifted learners. Pretest gifted students in order to better differentiate and meet their needs. Allow gifted students to utilize "curriculum compacting" as a means for differentiation and/or scaffolding

Pace learning for gifted learners in response to students individual needs. Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives

Teachers attend professional development on "differentiation for gifted learners"

Administrators recommend that Deliberate Practice Plans incorporate opportunities for growth in the area of differentiating for gifted learners.

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

### **Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Building Relational Capacity

- Establish, create and develop a positive school-wide system and culture
  - Continue formative assessments to Guide instruction and track Student progress with relentless inspection of the learning
  - Continue restorative Practices through all grade levels with a focus of Social Emotional learning.
- \* Initiate Boy Study through book study, grant, and House Initiative.

Empowering Student Voice/ Respecting Experiences

- 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.
- Continue our deep focus on Reading Units of Study within our research study group ~ development of the architecture of a mini-lesson with an addition of rigorous writing to enhance the ELA learning block.
- Continue to increase journaling with feedback from peers and teachers consistently across content areas with fidelity.
- Continue the use of student centered activities with a focus on rigor.
- Continue to grow Thinking Maps across content areas.

Hold High Expectations/Equitable Outcomes

- We will continue to plan intentional and collaborative instruction with a focus on a high level of rigor and differentiation for all learners.
- Continue to develop learning expectations based on identified key standards and pre-assessment data
- Continue to enhance staff capacity in identifying critical content from curriculum standards

Strategies to help gain meet our SIP goals for the 2019-2020 school year:

- MTLI Math research study USF program
- EC3 Pilot Gifted Program
- Reading Units of study research groups
- Writing add across content area and school-wide (including specials and common areas) focus on Mentor texts and mentor writing to increase rigor
- Writing samples in ELA shared in PLC's and CP
- Add Read to Me with 4th & 5th grade gifted groups paired with bucket kids in Kindergarten thru 2nd grade
- Add Intermediate student mentors for bucket primary kids (combine with Read to Me)
- Science Quizlet during 5th grade lunches throughout the year
- ~ Complete roll out of Thinking Maps- to be used across all content areas
- ~ Gifted Learning Strategies in all grade levels

**Part V: Budget**

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: ELA/Writing</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1481 - Garrison Jones Elementary Schl			\$750.00
			<i>Notes: State Funding for Curriculum</i>			
			1481 - Garrison Jones Elementary Schl			\$750.00
			<i>Notes: State Funding for Professional Development</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Math</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1481 - Garrison Jones Elementary Schl			\$750.00
			<i>Notes: State Funding for Curriculum</i>			
			1481 - Garrison Jones Elementary Schl			\$750.00
			<i>Notes: State Funding for Professional Development</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Science</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Gap</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: School Climate/Conditions</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Attendance</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A</b>	<b>Areas of Focus: Family Engagement</b>				<b>\$0.00</b>
<b>8</b>	<b>III.A</b>	<b>Areas of Focus: Healthy Schools</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A</b>	<b>Areas of Focus: Gender Gap (Boys)</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A</b>	<b>Areas of Focus: ESE</b>				<b>\$0.00</b>



<b>11</b>	<b>III.A</b>	<b>Areas of Focus: ESOL</b>	<b>\$0.00</b>
<b>12</b>	<b>III.A</b>	<b>Areas of Focus: Gifted</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$3,000.00</b>