GARRISON-JONES ELEMENTARY SCHL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Jennifer Tapia

Position Title
Principal

Job Duties and Responsibilities

Lead the school community to reach the Vision and Mission of Garrison-Jones.

Leadership Team Member #2

Employee's Name
Erica Pollick

Position Title
Assistant Principal

Job Duties and Responsibilities

Lead the school community to reach the vision and mission of Garrison-Jones.

Leadership Team Member #3

Employee's Name
Sandra Caterson

Position Title
VPK Team Leader

Job Duties and Responsibilities

Teacher and team leader.

Leadership Team Member #4

Employee's Name
Kim Eash

Position Title
Team Leader

Job Duties and Responsibilities

Kindergarten teacher and team leader.

Leadership Team Member #5

Employee's Name
Laura Donham

Position Title
Team Leader

Job Duties and Responsibilities

1st grade teacher and team leader.

Leadership Team Member #6

Employee's Name
Ashley Scavino

Position Title
Team Leader

Job Duties and Responsibilities

2nd grade teacher and team leader.

Leadership Team Member #7

Employee's Name

Amber Geronimo

Position Title

Team Leader

Job Duties and Responsibilities

3rd grade teacher and team leader.

Leadership Team Member #8

Employee's Name

Amy Ward

Position Title

Team Leader

Job Duties and Responsibilities

4th grade teacher and team leader

Leadership Team Member #9

Employee's Name

Amy Valentino

Position Title

Team Leader

Job Duties and Responsibilities

5th grade teacher and team leader.

Leadership Team Member #10

Employee's Name

Jennifer Visalli

Position Title

Team Leader

Job Duties and Responsibilities

ESOL teacher and team leader.

Leadership Team Member #11

Employee's Name
Suzanne Williams

Position Title
Team Leader

Job Duties and Responsibilities

Art teacher and team leader.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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, and the Art teacher, met to update/revise the 24-25 School Improvement Plan. The School Advisory Council received an update on data during the last meeting of the 23-23 school year. The principal will provide a SIP presentation to the SAC when it resumes during the 24-25 school year.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP team will be regularly monitor the plan for effective implementation and impact on increasing the achievement of students across all grade levels. Data meetings will be held after progress monitoring dates during Professional Learning Communities. Proficiency to grade level standards will be monitored to inform teaching and learning practices, particularly for those students with the greatest achievement gap. The MTSS process will be implemented to determine students needing intervention and those that are above grade level and need upward differentiation. 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**41.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**73.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: A*** **2021-22: B** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60			52	54	53	59	55	56
ELA Grade 3 Achievement **	59			64	54	53			
ELA Learning Gains	61						59		
ELA Learning Gains Lowest 25%	45						36		
Math Achievement *	69			63	61	59	69	51	50
Math Learning Gains	71						68		
Math Learning Gains Lowest 25%	51						53		
Science Achievement *	74			70	62	54	77	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	54				52	64		59	60

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	558
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	63%	60%	67%		68%	54%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%**
Students With Disabilities	38%	Yes	3	
English Language Learners	54%	No		
Hispanic Students	62%	No		
Multiracial Students	70%	No		
White Students	61%	No		
Economically Disadvantaged Students	55%	No		

	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%**
Students With Disabilities	22%	Yes	2	1
English	52%	No		

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%**
Language Learners				
Hispanic Students	68%	No		
White Students	60%	No		
Economically Disadvantaged Students	56%	No		

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%**
Students With Disabilities	36%	Yes	1	
English Language Learners	59%	No		
Native American Students				
Asian Students				
Black/African				

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%
American Students				
Hispanic Students	71%	No		
Multiracial Students				
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	58%	No		

D. 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)

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%	59%	61%	45%	69%	71%	51%	74%					54%
Students With Disabilities	18%	24%	38%	40%	33%	61%	47%	35%					50%
English Language Learners	38%	36%	48%	45%	54%	78%	67%	50%					68%
Hispanic Students	57%	43%	67%	42%	71%	78%	70%	65%					63%
Multiracial Students	70%			70%	70%								
White Students	61%	63%	59%	46%	69%	68%	43%	78%					
Economically Disadvantaged Students	49%	46%	58%	48%	57%	62%	52%	63%					63%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	64%			63%			70%					52%
Students With Disabilities	15%				23%								27%
English Language Learners	32%	50%			51%			60%					65%
Hispanic Students	54%	70%			74%			75%					66%
White Students	52%	63%			58%			66%					
Economically Disadvantaged Students	41%	50%			57%			67%					63%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
English Language Learners	48%		60%	43%	65%	71%	64%	63%					60%
Students With Disabilities	24%		32%	24%	40%	54%	42%						
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	65%		76%	58%	75%	78%	80%	77%					56%
Multiracial Students													
Pacific Islander Students													
White Students	58%		55%	30%	68%	65%	50%	78%					
Economically Disadvantaged Students	48%		58%	41%	58%	69%	62%	66%					61%

E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA proficiency showed the most growth with an increase from 52%-60%. This past year, teachers in K-2 began utilizing UFLI, for both whole group and small group. We additionally utilized Title funds and support from Teaching and Learning to hire a 3rd hourly teacher to support interventions for students not performing at grade-level proficiency.

Interventionists followed a schedule for meeting with students identified at Tier 2 and 3, while classroom teachers were also providing these supports as the staff member with the most knowledge of the student and best literacy practices.

Students who were not meeting 3rd grade proficiency by progress monitoring 2, were given a staff mentor/cheerleader to encourage them to meet PM3 goals, while also communicating with the family on how to best support the student to reach this goal.

Finally, students earned SWAG tickets after PM2 to encourage them to stay strong/focused during instruction to help prepare them for the PM3 assessments. Students "cashed in" these SWAG tickets for prizes after PM3.

Lowest Performance

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

Our math proficiency increased from 63% to 69%, while our Science increased from 70% to 74%. While both areas showed increases, I would like to set a goal for our Math to increase even more into the 70th%. We focused greatly on ELA this school year, especially in our 3rd grade classes with the aim for 70%. We have team teaching at 3rd, 4th and 5th grade this coming school year. My goal is to differentiate PLC time for ELA and Math so that teachers are receiving professional development and having rich data discussions aligned to Math and Science OR ELA, depending on their role. Overall, we are seeing an upward trend in both Math and Science data, so our goal is to keep increasing the proficiency for both content areas.

Greatest Decline

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

We are proud to say that ELA, Math and Science proficiency all showed increases!

Greatest Gap

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.

No Answer Entered

EWS Areas of Concern

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

1. Increase proficiency in all areas for all students (ELA, Math, Science)
2. Close the gap between L25 and ELLs for proficiency in ELA.

Highest Priorities

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.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Standards-based data collected from 2023-2024 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in ELA will increase from 60% to 64%
    Grade 3 Proficiency in ELA will increase from 59% to 70%
Proficiency in Math will increase from 70% to 74%
Proficiency in Science will increase from 74% to 77%
Gains for students in L25 in ELA will increase from 45% to 55%
Maintain 96% proficiency in ELA and Math for Gifted students

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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
7. Science district-created assessments

Person responsible for monitoring outcome

Jennifer Tapia

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
School-Wide Strategies Aligned to Standards-Based Instruction

Person Monitoring:	**By When/Frequency:**
Jennifer Tapia	Ongoing until May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Utilize PLCs and Collaborative Planning to implement the instructional materials and analyze student data 2. Use student data to make decisions on student learning and differentiating instruction 3. Utilize Thinking Maps as a resource across grade levels K-5 4. Continue to implement AVID strategies and tools across all grade levels 5. Continue to utilize, monitor and track student learning on technology platforms 6. Utilize BOY and MOY diagnostic science assessment data 7. Continue utilizing hands-on Science inquiry and experiments 8. Focus learning in the area of Nature of Science at all grade levels 9. Continue to utilize district curriculum/resources for Gifted program and continue with Talented group 10. Implement student-led goal setting based on student data 11. Continue and increase the use of Mathematical and Science journaling and daily number routines 12. Assign Dreambox weekly lessons based on student learning gaps 13. Utilize Boys Study strategies in all classrooms 14. Incorporate brain breaks into daily schedules 15. Implement targeted phonics instruction with UFLI VPK-2nd 16. Implement LindaMood Bell for grades 3-5

Action Step #2

Person Monitoring:	**By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

English Learner proficiency in ELA will increase from 50% to 55%.
English Learner proficiency in Science will increase from 47% to 55%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Dream box, iStation, ISIP data
2. Formative assessments
3. PLC agendas and notes
4. FAST and STAR progress monitoring
5. WIDA ACCESS assessment

Person responsible for monitoring outcome

Jennifer Visalli

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Best practices for student success for ELLs

Person Monitoring:	By When/Frequency:
Jennifer Tapia and Jennifer Visalli	Ongoing during 2024-2025 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Ensure instructional supports are in place for all students during core instruction, small group and independent work. 2. ESOL team will work with students in small groups and push in to classroom to support Tier 1 daily. 3. Employ instructional practices to motivate and deepen student engagement including, but not limited to: high expectations for success, engagement activities and ideas to stimulate curiosity and eagerness to learn, student goal setting and collaboration during collaborative planning and PLCs with teachers.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Garrison-Jones has a low number of Black students, only 10 out of 235 students in 3rd-5th grade during the 2023-2024 school year.   Black students outperformed Non-Black students in ELA by 6% (67% vs 61%). However, in Math, 72% of nonBlack students made a gain while only 67% of Black students. Similarly, in science, 75% of nonBlack students made a gain while only 67% of Black students made a gain.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Black students will make equitable gains in Math and Science as nonBlack students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data for Black students will be highlighted at data chats and PLCs to ensure progress is being made towards the equitable gains of students. The Boys Study practices will also be utilized to support Black students, specifically boys, with water breaks, movement, hands-on learning experiences. and building relationships.

Person responsible for monitoring outcome
Jennifer Tapia

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Bridging the GAP Goal

Person Monitoring:	**By When/Frequency:**
Jennifer Tapia	Ongoing for 2024-2025 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Utilize PLCs and Collaborative Planning to implement the instructional materials and analyze student data 2. Use student data to make decisions on student learning and differentiating instruction 3. Utilize Thinking Maps as a resource across grade levels K-5 4. Continue to implement AVID strategies and tools across all grade levels 5. Continue to utilize, monitor and track student learning on technology platforms 6. Utilize BOY and MOY diagnostic science assessment data 7. Continue utilizing hands-on Science inquiry and experiments 8. Focus learning in the area of Nature of Science at all grade levels 9. Continue to utilize district curriculum/resources for Gifted program and continue with Talented group 10. Implement student-led goal setting based on student data 11. Continue and increase the use of Mathematical and Science journaling and daily number routines 12. Assign Dreambox weekly lessons based on student learning gaps 13. Utilize Boys Study strategies in all classrooms 14. Incorporate brain breaks into daily schedules 15. Implement targeted phonics instruction with UFLI VPK-2nd 16. Implement LindaMood Bell for grades 3-5

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In grades 3-5, 46/235 students taking the ELA FAST assessment were SWD. 17% of SWD students scored a 3 or higher on PM3 FAST and 36% of SWD students made gains from PM1-PM3. 44/230 students taking the Math FAST assessment were SWD. 34% of SWD students scored a 3 or higher on PM3 FAST and 61% of SWD students made gains from PM1-PM3.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SWD students will make ELA gains of 55% or more from PM1-PM3 and math gains of 65% or higher.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Dream box, iStation, ISIP data
2. Formative assessments
3. PLC agendas and notes
4. FAST and STAR progress monitoring
5. IEP meetings with updates on student goals
6. Progress monitoring reports from VE teachers

Person responsible for monitoring outcome
Jennifer Tapia, Erica Pollick and VE teachers

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
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 students with disabilities.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Continue to see positive trends in the PCS Stakeholder Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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:

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
PBIS School-Wide

Person Monitoring:	**By When/Frequency:**
Jennifer Tapia	Ongoing 2023-2024 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Starts with HELLO Campaign 2. Active and highly involved PTA with activities throughout the year 3. PBIS PRIDE Guidelines for Success, PRIDE passes for positive behavior, PRIDE store and grade level activities 4. Bucket Filler awards 5. Monthly Round Up to recognize student growth and achievement 6. Strong authentic relationships between staff, students, and parents 7. 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) 8. Use of Restorative Practices/Circles 9. Parent/Community volunteers 10. Monthly SAC meetings 11. School/Home Communications 12. Kiwanis Club - Terrific Kid Award 13. Calming Corners in Classrooms 14. Therapy Dog 15. Wellness Activities 16. Social-Emotional Learning 17. Trauma-Informed practices 18. Zones of Regulation 19. Great American Teach-In 20. ELP/Enrichment Clubs 21. Pioneer Partners 22. Staff Treat Trolley

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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. (ESEA 1114(b)(4))

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

https://www.pcsb.org/garrison-es

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.

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

https://www.pcsb.org/garrison-es

Our school SAC meets monthly and PTA is active and very involved in school and community activities throughout the school year, parents receive regular School Messenger notifications via phone, email and text, parent/student participation in state facilitated survey, SAC parent survey, school-participated activities (book fairs, Olympic Field Days, Pioneer Day, Meet the Teacher, DAP night, Talent Shows, performing arts events, and more). Schools holds a monthly recognition ceremony for students receiving awards that families are invited to attend. Parents attend Meet and Greet and Open House, where the teachers provide academic information to parents. Parents are

continuously updated on student academic progress, data, and student goals for learning. Parents are provided resources about curriculum and learning targets to help with student learning. Assessment videos are shared with parents that were created with a PPT and voice over to explain progress monitoring and how that data is used to design instruction.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

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

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

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

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

As a PBIS model school, 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

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

Strategies to Assist Preschool Children

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

 Meet and Greet for VPK students to meet teacher and get to know the school, tours by request, and

Kindergarten Roundup.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00