

Pinellas County Schools

# GARRISON-JONES ELEMENTARY SCHL



## 2026-27 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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100% Student Success!!

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

Jen Tapia

tapiaj@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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

#### Leadership Team Member #2

##### Employee's Name

Erica Pollick

pollicke@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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

**Leadership Team Member #3****Employee's Name**

Amy Valentino

valentinoa@pcsb.org

**Position Title**

Team Leader

**Job Duties and Responsibilities**

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5th grade teacher and team leader.

**Leadership Team Member #4****Employee's Name**

Amy Ward

warda@pcsb.org

**Position Title**

Team Leader

**Job Duties and Responsibilities**

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4th grade teacher and team leader.

**Leadership Team Member #5****Employee's Name**

Susan Gould

goulds@pcsb.org

**Position Title**

Team Leader

**Job Duties and Responsibilities**

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3rd grade teacher and team leader.

## **Leadership Team Member #6**

### **Employee's Name**

Ashley Scavino

scavinoa@pcsb.org

### **Position Title**

Team Leader

### **Job Duties and Responsibilities**

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2nd grade teacher and team leader.

## **Leadership Team Member #7**

### **Employee's Name**

Kelsey Bigelow

bigelowk@pcsb.org

### **Position Title**

Team Leader

### **Job Duties and Responsibilities**

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1st grade teacher and team leader.

## **Leadership Team Member #8**

### **Employee's Name**

Kim Eash

eashk@pcsb.org

### **Position Title**

Team Leader

### **Job Duties and Responsibilities**

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Kindergarten teacher and team leader.

## **Leadership Team Member #9**

### **Employee's Name**

Suzanne Williams

williamss@pcsb.org

### **Position Title**

Team Leader

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**Job Duties and Responsibilities**

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Specialist Team Leader and art teacher.

**Leadership Team Member #10****Employee's Name**

Keley Lister

listerk@pcsb.org

**Position Title**

Library Media Tech Specialist

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**Job Duties and Responsibilities**

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Library Media Tech Specialist, operate the media center, provide tech support, provide lessons on digital literacy.

**2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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Team Leaders, one representative from each grade level, including an ESOL teacher, and the Art teacher, met to update/revise the 26-27 School Improvement Plan. The School Advisory Council received an update on data during the last meeting of the 25-26 school year. The principal will provide a SIP presentation to the SAC when it resumes during the 26-27 school year. Families will also receive information on the school's improvement plan during the Back to School Open House.

**3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The SIP team will consistently monitor the plan to ensure its effective implementation and its impact

on improving student achievement across all grade levels. Data meetings will take place during Professional Learning Communities (PLCs) following progress monitoring dates. Student proficiency toward grade-level standards will be closely tracked to guide instructional practices, with a focus on addressing the needs of students with the largest achievement gaps. The MTSS process will be used to identify students requiring intervention as well as those performing above grade level who need enrichment and differentiation. School administrators will conduct regular classroom walk-throughs using district curriculum resources to verify that students are receiving high-quality instruction and meaningful opportunities to actively engage in their learning.

## C. Demographic Data

|                                                                                                                                                                 |                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2026-27 STATUS</b><br>(PER MSID FILE)                                                                                                                        | <b>ACTIVE</b>                                                                                                                                                                                                                                           |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                         | <b>ELEMENTARY<br/>PK-5</b>                                                                                                                                                                                                                              |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                                  | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                           |
| <b>2025-26 TITLE I SCHOOL STATUS</b>                                                                                                                            |                                                                                                                                                                                                                                                         |
| <b>2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                            | <b>62.1%</b>                                                                                                                                                                                                                                            |
| <b>CHARTER SCHOOL</b>                                                                                                                                           | <b>NO</b>                                                                                                                                                                                                                                               |
| <b>RAISE SCHOOL</b>                                                                                                                                             | <b>NO</b>                                                                                                                                                                                                                                               |
| <b>2025-26 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 07/09/2026                                                                                                 | <b>N/A</b>                                                                                                                                                                                                                                              |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT<br/>(UNISIG)</b>                                                                                               |                                                                                                                                                                                                                                                         |
| <b>2025-26 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE<br>IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES<br/>(SWD)</b><br><b>ENGLISH LANGUAGE LEARNERS<br/>(ELL)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED<br/>STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN<br/>INFORMATIONAL BASELINE.</i>                                                      | <b>2025-26: A</b><br><b>2024-25: A</b><br><b>2023-24: B</b><br><b>2022-23: A</b><br><b>2021-22: B</b>                                                                                                                                                   |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2026-27

Using 2025-26 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 |       |
| School Enrollment                                                                                                         | 58          | 70 | 78 | 79 | 79 | 91 | 0 | 0 | 0 | 455   |
| Absent 10% or more school days                                                                                            | 0           | 15 | 8  | 12 | 7  | 13 | 0 | 0 | 0 | 55    |
| One or more suspensions                                                                                                   | 0           | 0  | 0  | 0  | 3  | 2  | 0 | 0 | 0 | 5     |
| Course failure in English Language Arts (ELA)                                                                             | 0           | 0  | 0  | 1  | 1  | 0  | 0 | 0 | 0 | 2     |
| Course failure in Math                                                                                                    | 0           | 0  | 0  | 1  | 0  | 3  | 0 | 0 | 0 | 4     |
| Level 1 on statewide ELA assessment                                                                                       | 0           | 0  | 11 | 17 | 4  | 9  | 0 | 0 | 0 | 41    |
| Level 1 on statewide Math assessment                                                                                      | 0           | 3  | 5  | 7  | 3  | 7  | 0 | 0 | 0 | 25    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 0           | 0  | 1  | 4  | 0  | 0  | 0 | 0 | 0 | 5     |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 0           | 2  | 4  | 1  | 0  | 0  | 0 | 0 | 0 | 7     |

#### Current Year 2026-27

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

| INDICATOR                            | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators | 0           | 0 | 6 | 6 | 3 | 6 | 0 | 0 | 0 | 21    |

#### Current Year 2026-27

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           | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0     |

**Prior Year (2025-26) 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 |       |
| School Enrollment                                                                                                         | 70          | 79 | 75 | 86 | 82 | 76 |   |   |   | 468   |
| Absent 10% or more school days                                                                                            | 1           | 8  | 11 | 14 | 8  | 9  |   |   |   | 51    |
| One or more suspensions                                                                                                   |             |    |    | 3  | 2  | 3  |   |   |   | 8     |
| Course failure in English Language Arts (ELA)                                                                             |             |    |    |    |    |    |   |   |   | 0     |
| Course failure in Math                                                                                                    |             |    |    | 1  |    |    |   |   |   | 1     |
| Level 1 on statewide ELA assessment                                                                                       |             |    | 10 | 23 | 10 |    |   |   |   | 43    |
| Level 1 on statewide Math assessment                                                                                      | 2           | 9  | 8  | 15 | 7  | 6  |   |   |   | 47    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) |             |    | 2  | 3  | 2  |    |   |   |   | 7     |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 1           | 2  | 2  | 5  | 3  |    |   |   |   | 13    |

**Prior Year (2025-26) 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 | 1           | 1 | 2 | 6 | 5 | 4 |   |   |   | 19    |

**Prior Year (2025-26) 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     | 2           |   | 1 | 1 |   |   |   |   |   | 4     |
| 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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT                                         | 2026   |                       |                    | 2025   |                       |                    | 2024   |                       |                    |
|------------------------------------------------------------------|--------|-----------------------|--------------------|--------|-----------------------|--------------------|--------|-----------------------|--------------------|
|                                                                  | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> |
| ELA Achievement*                                                 | 68     | 68                    | 62                 | 69     | 64                    | 59                 | 60     | 61                    | 57                 |
| Grade 3 ELA Achievement                                          | 69     | 70                    | 61                 | 72     | 67                    | 59                 | 59     | 63                    | 58                 |
| ELA Learning Gains                                               | 67     | 65                    | 63                 | 65     | 62                    | 60                 | 61     | 64                    | 60                 |
| ELA Lowest 25th Percentile                                       | 67     | 63                    | 58                 | 57     | 59                    | 56                 | 45     | 62                    | 57                 |
| Math Achievement*                                                | 83     | 72                    | 66                 | 78     | 69                    | 64                 | 69     | 66                    | 62                 |
| Math Learning Gains                                              | 84     | 69                    | 64                 | 82     | 67                    | 63                 | 71     | 68                    | 62                 |
| Math Lowest 25th Percentile                                      | 70     | 56                    | 50                 | 58     | 56                    | 51                 | 51     | 58                    | 52                 |
| Science Achievement                                              | 91     | 72                    | 62                 | 84     | 70                    | 58                 | 74     | 69                    | 57                 |
| Social Studies Achievement*                                      |        |                       | 95                 |        |                       | 92                 |        |                       |                    |
| Graduation Rate                                                  |        |                       |                    |        |                       |                    |        |                       |                    |
| Middle School Acceleration                                       |        |                       |                    |        |                       |                    |        |                       |                    |
| College and Career Acceleration                                  |        |                       |                    |        |                       |                    |        |                       |                    |
| Progress of ELLs in Achieving English Language Proficiency (ELP) |        |                       |                    |        | 67                    | 63                 |        | 65                    | 61                 |

\*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.

<sup>†</sup> 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)

| 2025-26 ESSA FPPI                            |         |         |         |         |           |          |
|----------------------------------------------|---------|---------|---------|---------|-----------|----------|
| ESSA Category (CSI, TSI or ATSI)             |         |         |         |         |           | N/A      |
| OVERALL FPPI – All Students                  |         |         |         |         |           | 75%      |
| OVERALL FPPI Below 41% - All Students        |         |         |         |         |           | No       |
| Total Number of Subgroups Missing the Target |         |         |         |         |           | 0        |
| Total Points Earned for the FPPI             |         |         |         |         |           | 599      |
| Total Components for the FPPI                |         |         |         |         |           | 8        |
| Percent Tested                               |         |         |         |         |           | 99%      |
| Graduation Rate                              |         |         |         |         |           |          |
| ESSA OVERALL FPPI HISTORY                    |         |         |         |         |           |          |
| 2025-26                                      | 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* |
| 75%                                          | 70%     | 62%     | 63%     | 60%     | 67%       |          |

## C. ESSA Subgroup Data Review (pre-populated)

| 2025-26 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          | 61%                             | No                 |                                                       |                                                       |
| English Language Learners           | 68%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 78%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 67%                             | No                 |                                                       |                                                       |
| White Students                      | 74%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 70%                             | 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.

| 2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2024-25 | C&C<br>ACCEL<br>2024-25 | ELP<br>PROGRESS |
| All Students                                   | 68%         | 69%                    | 67%       | 67%               | 83%          | 84%        | 70%                | 91%         |            |              |                         |                         |                 |
| Students With<br>Disabilities                  | 42%         | 53%                    | 52%       | 62%               | 60%          | 72%        | 67%                | 81%         |            |              |                         |                         |                 |
| English<br>Language<br>Learners                | 49%         | 40%                    | 67%       | 60%               | 82%          | 90%        | 86%                | 69%         |            |              |                         |                         |                 |
| Hispanic<br>Students                           | 72%         | 79%                    | 71%       | 53%               | 91%          | 90%        | 85%                | 81%         |            |              |                         |                         |                 |
| Multiracial<br>Students                        | 60%         |                        |           |                   | 73%          |            |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 68%         | 63%                    | 63%       | 68%               | 82%          | 82%        | 71%                | 98%         |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 57%         | 60%                    | 58%       | 62%               | 80%          | 85%        | 75%                | 86%         |            |              |                         |                         |                 |

| 2024-25 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 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
| All Students                                   | 69%      | 72%              | 65%    | 57%         | 78%       | 82%     | 58%          | 84%      |         |           |                   |                   | 61%          |
| Students With Disabilities                     | 42%      | 62%              | 63%    | 69%         | 51%       | 64%     | 50%          |          |         |           |                   |                   | 40%          |
| English Language Learners                      | 45%      | 57%              | 54%    | 50%         | 59%       | 80%     | 58%          | 77%      |         |           |                   |                   | 61%          |
| Hispanic Students                              | 58%      | 65%              | 56%    |             | 77%       | 84%     | 50%          | 86%      |         |           |                   |                   | 50%          |
| Multiracial Students                           | 64%      |                  |        |             | 64%       |         |              |          |         |           |                   |                   |              |
| White Students                                 | 76%      | 78%              | 70%    | 65%         | 78%       | 83%     | 60%          | 80%      |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 58%      | 65%              | 63%    | 63%         | 68%       | 77%     | 64%          | 77%      |         |           |                   |                   | 71%          |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2022-23 | C&C<br>ACCEL<br>2022-23 | ELP<br>PROGRESS |
| All Students                                   | 60%         | 59%                    | 61%       | 45%               | 69%          | 71%        | 51%                | 74%         |            |              |                         |                         | 68%             |
| Students With<br>Disabilities                  | 18%         | 24%                    | 38%       | 40%               | 33%          | 61%        | 47%                | 35%         |            |              |                         |                         | 50%             |
| English<br>Language<br>Learners                | 38%         | 36%                    | 48%       | 45%               | 54%          | 78%        | 67%                | 50%         |            |              |                         |                         | 68%             |
| Hispanic<br>Students                           | 57%         | 43%                    | 67%       | 42%               | 71%          | 78%        | 70%                | 65%         |            |              |                         |                         | 63%             |
| Multiracial<br>Students                        | 70%         |                        |           |                   | 70%          |            |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 61%         | 63%                    | 59%       | 46%               | 69%          | 68%        | 43%                | 78%         |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 49%         | 46%                    | 58%       | 48%               | 57%          | 62%        | 52%                | 63%         |            |              |                         |                         | 63%             |

## 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.

| 2025-26 SPRING |       |        |          |                   |       |                |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 3     | 69%    | 68%      | 1%                | 60%   | 9%             |
| ELA            | 4     | 64%    | 66%      | -2%               | 60%   | 4%             |
| ELA            | 5     | 72%    | 66%      | 6%                | 61%   | 11%            |
| Math           | 3     | 85%    | 71%      | 14%               | 66%   | 19%            |
| Math           | 4     | 77%    | 72%      | 5%                | 65%   | 12%            |
| Math           | 5     | 83%    | 69%      | 14%               | 62%   | 21%            |
| Science        | 5     | 90%    | 70%      | 20%               | 60%   | 30%            |

### 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?

---

The school Math data made the biggest overall gains this year. Proficiency went up 5% from 78% to 83% from the previous school year. While the overall gains did not grow, they remained high at 82% from PM3-PM3 data. The L25 gains were the largest percentage point gain from 58% in 24/25 school year to 71% this past school year, an overall gain of 13% for our lowest 25% of learners.

The following actions could have contributed to this overall gain in Math proficiency and gains this school year:

- Renewed focus on the Math block, specifically the intervention block for mathematics. Professional development, coaching, and resources to strengthen the math intervention time at each grade level.
- VE teachers using the math intervention block to push-in to the classrooms and provide intervention support for students with IEP and others struggling in mathematics.
- Backwards planning of units based on the skills/standards to be taught, using formative assessments to gauge student learning and align instruction, allowing time at the end of the year for review of math standards.
- Hands-on learning, increasing engagement during mathematics learning, and increasing oracy and peer talk.

##### Lowest Performance

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

---

The lowest data components this past year is our L25 Gains, which was 65%. While 65% is not drastically low, it is our lowest data component and an area that we do need to make continued growth. L25 Gains in 23/24 school year were 45%, 57% in the 24/25 school year and then 69% this school year, so we are seeing big gains over time in this bucket.

The focus on the intervention block integrity, with VE students receiving intervention during this time, and two strong VE teachers is a contributing factor to the increase over the past year. Data talks with teachers, with specific data conversations about students, including the L25 is another

contributing factor to the increase over the past few years.

### **Greatest Decline**

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

---

3rd grade proficiency went from 72% in the 24/25 school year to 69% this school year. This 3% decline is our biggest decline across the 8 cells this school year.

Our PM2 data was significantly lower this year from last year's data. This meant that our gains from PM2 to PM3 had to be even bigger, which we fell short of our goal.

Some factors that may have contributed to not reaching this goal would be:

- One of our 3rd grade teachers was on maternity leave at the beginning of the school year and did not return until the end of October. Students had two different subs during this time.
- Another 3rd grade teacher had a student internship during the first semester of the year. Perhaps the teacher did not monitor student growth closely during the internship or did not pull additional groups to work with students, which accounted for the lower PM2 scores this year.

### **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.

---

All 8 of the data buckets are above the district average, except for 3rd grade proficiency which is the same as the district score of 69%.

ELA Proficiency - GJS 68%, District 65%

ELA Gains - GJS 67%, District 62%

ELA Low 25% Gains - GJS 65%, District 55%

ELA 3rd Grade Proficiency - GJS and District 69%

Math Proficiency - GJS 83%, District 65%

Math Gains - GJS 82%, District 59%

Math Low 25% Gains - GJS 71%, District 50%

Science Proficiency - GJS 91%, District 68%

### **EWS Areas of Concern**

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

---

Our primary area of concern is ensuring that our lowest 25% (L25) students continue to make meaningful progress toward meeting grade-level expectations. With the loss of two units (1st and 3rd grade), class sizes will be bigger and there will be less staff to work in small groups with students, when necessary.

**Highest Priorities**

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

---

- **Improve student achievement in ELA, Math, and Science** by meeting the proficiency targets established by the SIP team: ELA – 79%, Math – 85%, and Science – 93%.
- **Consistently implement the instructional strategies** outlined in the SIP plan with fidelity across all classrooms.
- **Foster a school-wide culture of data-driven instruction**, including regular analysis of student performance, goal-setting conversations with students, clear communication of expectations, and ongoing progress updates for families.

## 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

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.

---

The school will continue to prioritize increasing student proficiency in both Literacy and Math across all grade levels, with a particular emphasis on grades 3–5, where students are expected to demonstrate mastery of foundational skills through high-stakes assessments. To ensure long-term success, we will strengthen consistent, data-driven instruction in Kindergarten through Grade 2, establishing a solid academic foundation for upper-grade learning.

The rationale for this focus stems from assessment data indicating performance gaps, particularly in grades 3–5, and the need to ensure that early learning builds a strong pathway toward academic success. By targeting foundational skills early and providing differentiated, scaffolded instruction aligned to grade-level standards, we aim to accelerate learning for all students.

This plan reflects our schoolwide expectation of 100% student success. Instruction will be designed to meet each student at their current level of understanding and provide the necessary supports to progress toward or exceed grade-level proficiency. Our commitment includes utilizing data teams, formative assessments, and targeted interventions to close learning gaps and support continued growth.

#### Measurable Outcome

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.

---

ELA proficiency will increase from 68% to 79%.

Math proficiency will increase from 83% to 85%.

Science proficiency will increase from 91% to 93%.

3rd grade proficiency will increase from 69% to 79%

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

1. Ongoing and consistent classroom walkthroughs with monitoring and specific feedback
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**

Jen Tapia

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The school will use the Instructional Decision-Making Frameworks created by the district, found in the Teaching and Learning Handbook.

**Rationale:**

District provided tiers of intervention and instruction that are research-based.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

School-wide Strategies Aligned to Standards-Based Instruction

**Person Monitoring:**

Jen Tapia

**By When/Frequency:**

Ongoing until May 2027

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

Elevating student learning through rich academic discourse and increased oracy in the classroom.

Fidelity to instructional minutes as outlined through the Teaching and Learning handbook.

Leverage Professional Learning Communities (PLCs) and collaborative planning time to effectively implement instructional materials and analyze student achievement data. Utilize ongoing student data to inform instructional decisions and differentiate teaching to meet diverse learning needs.

Integrate strategies from The Writing Revolution book study as a schoolwide tool to support critical thinking and written concept development across grades K-5.

Continue implementing AVID strategies and tools to promote college and career readiness at all grade levels.

Monitor and track student progress through consistent use of educational technology platforms to support personalized learning.

Analyze Beginning-of-Year (BOY) and Middle-of-Year (MOY) diagnostic science assessment data to guide instruction. Provide hands-on, inquiry-based science experiences to deepen conceptual understanding and student engagement.

Continue implementation of district-approved curriculum and enrichment resources for the Gifted and Talented programs.

Facilitate student-led goal setting based on individual data to promote ownership of learning and self-monitoring of progress.

Increase the use of Mathematical and Science journaling and embed daily number routines to build fluency and conceptual understanding. Assign targeted DreamBox and IXL lessons weekly to address identified learning gaps in math.

Implement strategies from "The Boys' Study" to support engagement and learning outcomes for male students across all classrooms. Incorporate brain breaks into the daily schedule to support student focus, mental wellness, and classroom productivity.

Deliver targeted phonics instruction using the UFLI (University of Florida Literacy Institute) program in grades VPK–2 to strengthen foundational reading skills.

## **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**

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.

Garrison-Jones is the only K-5 Dual Language Immersion Magnet school in Pinellas County. As a 50/50 Spanish and English language program within our school, we have 184 Hispanic students, or 33.7% of our school population. 91 of our students are identified as ELL.

### **Measurable Outcome**

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.

Our goal is to close the gap between student proficiency in ELA and Math between ELL students and non-ELL students. ELA proficiency will increase from 47.6% to 70% and Math proficiency will

increase from 76.7% to 83%.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

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

### **Person responsible for monitoring outcome**

Jen Tapia

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Consistently monitor whole group and small group instruction to ensure alignment with evidence-based instructional practices and effective implementation across all classrooms. Utilize research-based interventions, UFLI, writing in the content areas, and the push-in model for student support to align instruction and scaffolding with grade-level standards. Provide ongoing professional development for all staff focused on research-based instructional strategies and best practices for supporting English Learners (ELs), ensuring equitable access to rigorous academic content.

### **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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

Closing the Achievement Gap for ELL Students

#### **Person Monitoring:**

Jen Tapia

#### **By When/Frequency:**

Ongoing through May 2027

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

1. Ensure that all students receive appropriate instructional supports during core instruction, small

group instruction, and independent learning tasks to promote access to grade-level content.

2. Classroom teachers, ESOL assistant, and VE teachers will provide targeted support to English Learners through small group instruction and in-class (push-in) support, with a daily focus on strengthening Tier 1 instruction.

3. Implement instructional practices that enhance student motivation and engagement, including setting high expectations for achievement, incorporating curiosity-driven and interactive learning activities, and promoting student goal setting. Collaboration around these strategies will be embedded in teacher planning sessions and Professional Learning Communities (PLCs).

### **Area of Focus #3**

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**

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.

In grades 3-5, 247 students took the ELA assessment, 43 of these students were ESE. 75% non-ESE students were at a level 3 or higher, while only 37% of our ESE students were proficient. 50% of our ESE students did make a gain, while 72% of our non-ESE students made a gain.

In Math, 235 students took the EOY assessment. 59% of our ESE students were at a level 3 or higher, while 91% of our non-ESE students were proficient. 74% of our ESE students made a gain, while 89% of our non-ESE students also made a gain.

While we are seeing good gains for our ESE students this past year - especially in Mathematics, our collective focus is closing the gap for proficiency between our ESE and non-ESE students.

#### **Measurable Outcome**

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.

In grades 3-5, 247 students took the ELA assessment, 43 of these students were ESE. 75% non-ESE students were at a level 3 or higher, while only 37% of our ESE students were proficient. 50% of our ESE students did make a gain, while 72% of our non-ESE students made a gain. Our goal this year is for 65% of our ESE students to be proficient in ELA.

In Math, 235 students took the EOY assessment. 59% of our ESE students were at a level 3 or higher, while 91% of our non-ESE students were proficient. 74% of our ESE students made a gain, while 89% of our non-ESE students also made a gain. Our goal this year is for 70% of our ESE students to be proficient in ELA.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

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**

Jen Tapia

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Monitor both whole group and small group instruction to ensure that teaching practices are aligned with evidence-based instructional principles and effectively meet the needs of students with disabilities. Ensure that accommodations are appropriate for students and in place on a daily basis, as well as for assessments. Provide ongoing, targeted professional development for all staff focused on research-based instructional strategies and best practices for supporting students with disabilities, ensuring inclusive, differentiated, and high-impact teaching in all learning environments.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Closing the Achievement Gap for ESE Students

**Person Monitoring:**

Jen Tapia

**By When/Frequency:**

Ongoing through May 2027

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

1. Ensure that all students receive appropriate instructional supports during core instruction, small group instruction, and independent learning tasks to promote access to grade-level content.

2. The VE Teachers and VPK blended teachers will provide targeted support to ESE students through small group instruction and in-class (push-in) support, with a daily focus on strengthening Tier 1 instruction.
3. Implement instructional practices that enhance student motivation and engagement, including setting high expectations for achievement, incorporating curiosity-driven and interactive learning activities, and promoting student goal setting. Collaboration around these strategies will be embedded in teacher planning sessions and Professional Learning Communities (PLCs).

## **Area of Focus #4**

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**

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.

---

Garrison-Jones has 11 Black students, and 236 non-black students in grades 3-5. 73% of our Black and 68% of our non-Black students reached a Level 3 or higher at the EOY ELA assessment. 75% of our Black students in grades 3-5 reached a Level 3 or higher in Math, while 86% of our non-Black students were proficient. 100% of our Black students (only 2) in 5th grade were proficient on the EOY Science assessment.

#### **Measurable Outcome**

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 continue to score a Level 3 or higher and make equitable gains in Math and Science as non-Black students.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Student achievement data for Black students will be specifically highlighted and reviewed during data chats and PLCs to ensure progress toward equitable academic gains. In addition, strategies from The Boys Study will be implemented to support the engagement and success of Black students, particularly boys. These practices include incorporating structured movement breaks, water breaks, hands-on learning opportunities, and intentional relationship-building to foster a supportive and inclusive learning environment.

#### **Person responsible for monitoring outcome**

Jen Tapia

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Implement district-adopted curricular materials to establish a consistent, standards-aligned, and rigorous instructional foundation for all students. Maximize the use of small group instruction in both ELA and Math throughout the instructional day to provide targeted, differentiated support based on student needs. Celebrate student growth through goal setting and recognition of academic progress to foster motivation, encourage the use of high-yield strategies, and support ongoing academic achievement. Continue utilizing cluster grouping practices to enhance learning opportunities and increase achievement for gifted students. Sustain the implementation of The Boys Study strategies across classrooms and the school to support engagement, especially for male students, through relationship-building, movement, and hands-on learning.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Closing the Achievement Gap for Black Students

**Person Monitoring:**

Jen Tapia

**By When/Frequency:**

Ongoing through May 2027

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

Utilize PLCs and collaborative planning to implement curriculum and analyze student data. Differentiate instruction based on ongoing data to meet student learning needs. Continue AVID strategy implementation across all grade levels. Monitor student progress using technology platforms and digital tools. Use BOY and MOY science diagnostics to inform instruction. Engage students in hands-on science inquiry and focus on Nature of Science. Support gifted and talented students through district resources and cluster grouping. Promote student ownership through goal setting based on personal data. Assign targeted Dream Box lessons to address math skill gaps. Implement Boys Study strategies to support engagement, especially for boys. Include brain breaks daily to support focus and well-being. Deliver targeted phonics and phonemic awareness instruction in K-2.

**Area of Focus #5**

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

**Instructional Practice specifically relating to ELA**

### Area of Focus Description and Rationale

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.

---

Third-grade boys at Garrison-Jones Elementary demonstrated an ELA proficiency rate of 65.9% during the 2025-2026 school year compared to 71.1% for girls, creating a 5.2% achievement gap. This project will increase reading stamina, engagement, and literacy achievement among third-grade boys through high-interest classroom libraries, student choice, goal-setting, and structured stamina-building routines. Teachers will implement responsive literacy practices designed to increase boys' investment in reading while maintaining high expectations for all learners. Through ongoing progress monitoring, student conferences, and data analysis, the project aims to reduce the gender achievement gap and increase overall reading proficiency and independent reading behaviors.

### Measurable Outcome

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.

---

Third-grade boys at Garrison-Jones Elementary demonstrated an ELA proficiency rate of 65.9% during the 2025-2026 school year compared to 71.1% for girls, creating a 5.2% achievement gap. The goal is for all students, female and male, to meet the SIP goal of 79% ELA proficiency.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

The project's impact will be monitored using multiple data sources throughout the school year.

Quantitative Measures:

- FAST PM1, PM2, and PM3 ELA assessment data.
- Reading proficiency rates for boys and girls.
- Reading stamina tracking logs.
- District benchmark assessment results.
- Independent reading volume and completion rates.

Qualitative Measures:

- Student engagement surveys administered three times annually.
- Teacher observation data.
- Student reading reflections.
- Parent feedback regarding reading habits at home.

Success will be measured by:

- Reducing the gender achievement gap from 5.2% to less than 2%.
- Increasing male ELA proficiency from 65.9% to at least 72%.
- Increasing average sustained reading stamina to 35-45 minutes.
- Improving student engagement and confidence in reading

### **Person responsible for monitoring outcome**

Jen Tapia, Erica Pollick & 3rd Grade Team

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

See Action Steps Below.

### **Rationale:**

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

### **Action Step #1**

August-September • Purchase and organize high-interest classroom library materials. • Administer baseline reading surveys and stamina assessments. • Establish reading stamina routines and goal-setting processes. • Review PM1 data. October-December • Implement daily stamina-building reading blocks. • Conduct reading conferences and monitor progress. • Begin student reading leadership opportunities. • Analyze midyear engagement data. January-March • Review PM2 data. • Adjust instruction based on student needs. • Continue stamina-building and goal-setting activities. • Showcase student reading growth. April-May • Prepare students for PM3 assessments. • Celebrate reading accomplishments. • Collect final data and artifacts. • Analyze impact and share outcomes.

### **Person Monitoring:**

Jen Tapia, Erica Pollick & 3rd Grade Team

### **By When/Frequency:**

Throughout the school year

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

The project is designed to create lasting classroom resources and instructional practices. High-interest books and classroom library materials will remain available for future cohorts of students. Teachers will continue using stamina-building routines, reading conferences, and student goal-setting structures beyond the grant period. Additional sustainability funding may be supported through school improvement funds, PTA support, and future literacy grants.

## IV. Positive Learning 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.

---

The school is committed to fostering a positive culture that supports student success through a safe, respectful, and inclusive environment. This includes clear roles and strong relationships among all stakeholders, a shared commitment to high expectations, and learning conditions that meet the diverse needs of all students. A thriving school culture actively engages staff, students, families, district leadership, the school board, PTA, and the broader community in promoting trust, collaboration, and academic excellence.

#### 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.

---

24 students received referrals during the 2025-2026 school year. This year, the school year will kick off with Kindness Week and reteaching/modeling of PBIS PRIDE expectations for the school. We will continue to pass out PRIDE passes, reteaching the PRIDE expectations and rewarding students for modeling those expectations. The school will reduce the number of referrals to below 15 for the upcoming school year.

#### 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.

---

This will be monitored during weekly School Based Leadership Team meetings, utilizing FOCUS and data analytics to review data

#### Person responsible for monitoring outcome

School Based Leadership Team

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

Implementation of PBIS - Positive Behavior Interventions and Supports, with a focus on prevention of student negative/unwanted behaviors by focusing on positive reinforcement through PRIDE passes, continual modeling of expected behaviors and teaching of these behaviors, following the district Code of Conduct for consequences to misbehaviors/infractions, and use of restorative practices.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Proud Pioneers for the Future

**Person Monitoring:**

Erica Pollick and Karina Aspillaga

**By When/Frequency:**

Ongoing through May 2027

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

1. Kindness Week during 1st week of school
2. Starts with HELLO campaign
3. PRIDE passes given throughout the day and year to reinforce positive behaviors
4. Monthly PRIDE store
5. Monthly Roundup - student celebration with awards
6. Bucket Filler awards
7. Use of Restorative Practices/Circles
8. Calming Corners in classrooms
9. Zones of Regulation and Trauma-Informed practices

## 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

#### 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

#### 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

#### 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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No Answer Entered

## 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered

## 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 (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |