GARRISON-JONES ELEMENTARY SCHL

2025-26 Schoolwide Improvement Plan

Table of Contents

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

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)

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

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

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, 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
Jennifer Tapia

tapiaj@pcsb.org

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

pollicke@pcsb.org

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
Amy Valentino

valentinoa@pcsb.org

Position Title
Team Leader

Job Duties and Responsibilities

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

4th grade teacher and team leader.

Leadership Team Member #5

Employee's Name
Amber Geronimo

geronimoa@pcsb.org

Position Title
Team Leader

Job Duties and Responsibilities

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

2nd grade teacher and team leader.

Leadership Team Member #7

Employee's Name
Laura Donham

donhaml@pcsb.org

Position Title
Team Leader

Job Duties and Responsibilities

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

Kindergarten teacher and team leader.

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.

Team Leaders, one representative from each grade level, including an ESOL teacher, and the Art teacher, met to update/revise the 25-26 School Improvement Plan. The School Advisory Council received an update on data during the last meeting of the 24-25 school year. The principal will provide a SIP presentation to the SAC when it resumes during the 25-26 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)).

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

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**73.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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.*	**2024-25: A** **2023-24: B** **2022-23: A** **2021-22: B** **2020-21: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	70	79	75	86	82	76	0	0	0	468
Absent 10% or more school days	1	8	11	14	8	9	0	0	0	51
One or more suspensions	0	0	0	3	2	3	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	10	23	10	0	0	0	0	43
Level 1 on statewide Math assessment	2	9	8	15	7	6	0	0	0	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)	0	0	2	3	2	0	0	0	0	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	0	0	0	0	13

Current Year 2025-26

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	1	1	2	6	5	4	0	0	0	19

Current Year 2025-26

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	2	0	1	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) 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 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-6.053, 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

Prior Year (2024-25) 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 (2024-25) 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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	64	59	60	61	57	52	54	53
Grade 3 ELA Achievement	72	67	59	59	63	58	64	54	53
ELA Learning Gains	65	62	60	61	64	60			
ELA Lowest 25th Percentile	57	59	56	45	62	57			
Math Achievement*	78	69	64	69	66	62	63	61	59
Math Learning Gains	82	67	63	71	68	62			
Math Lowest 25th Percentile	58	56	51	51	58	52			
Science Achievement	84	70	58	74	69	57	70	62	54
Social Studies Achievement*			92						
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	67	63	68	65	61	52	64	59

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	626
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	62%	63%	60%	67%		68%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	55%	No		
English Language Learners	60%	No		
Hispanic Students	66%	No		
Multiracial Students	64%	No		
White Students	74%	No		
Economically Disadvantaged Students	67%	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.

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 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%					68%
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%								
White Students	61%	63%	59%	46%	69%	68%	43%	78%					
Economically Disadvantaged Students	49%	46%	58%	48%	57%	62%	52%	63%					63%

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%

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	65%	5%	57%	13%
ELA	4	64%	62%	2%	56%	8%
ELA	5	66%	61%	5%	56%	10%
Math	3	74%	68%	6%	63%	11%
Math	4	82%	68%	14%	62%	20%
Math	5	72%	65%	7%	57%	15%
Science	5	81%	67%	14%	55%	26%

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 area showing the most significant growth in the data was 3rd grade ELA proficiency, which increased by 13%, rising from 59% in the 2023–24 school year to 72% in 2024–25. We believe several key factors contributed to this improvement, including a sustained focus on phonemic awareness and phonics instruction in VPK through 2nd grade over the past three years, goal-setting practices with students, enhanced parent communication regarding curriculum expectations and assessment results, targeted small group instruction during the intervention/acceleration block, and additional "pop-up" small groups embedded within core ELA instruction.

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 data component with the lowest performance was Math L25 Gains. In the 2023–24 school year, 51% of our Lowest 25% (L25) students made gains, compared to 52% the previous year—a minimal increase of just 1%. Moving forward, we must continue to focus on maximizing the effectiveness of the Math intervention block, revisiting IEPs for students with Math goals to ensure appropriate services and resources are in place, and providing consistent monitoring and feedback during instruction. Supporting students in accessing and mastering the complexity of grade-level standards will remain a priority.

Greatest Decline

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

We had ZERO decline in any of the 8 buckets/components!!

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.

Our school has outperformed the state in ELA, Math and Science proficiency elementary buckets. The one area that we will focus on improvement is higher gains for our L25s in Reading and Math.

We did gain 10% in L25 Gains for ELA from the prior year, with a 1% gain in L25 Math. Our Reading L25 Gains were 55% while our Math L25 Gains were 52%. Our collective goal is to have those in the 60s, closer to 70% for the upcoming school year. Through PLCs, closely monitoring student learning and data, and intentional lesson planning for our L25s, we will continue to strive for them to reach the complexity of each grade level standard.

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 reduced staffing projected for the upcoming school year, we are increasingly concerned about having the necessary personnel to adequately support all students if staffing reductions persist.

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 – 72%, Math – 80%, and Science – 85%.

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 69% to 72%.
Math proficiency will increase from 78% to 80%.
Science proficiency will increase from 84% to 85%.
3rd grade proficiency will increase from 72% to 74%.

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
Jennifer 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:
Utilize standards-aligned curricular materials to ensure consistent, rigorous instruction and high academic expectations for all students. Prioritize and expand the use of small group instruction in both English Language Arts (ELA) and Mathematics to provide targeted, data-driven support throughout the school day. Recognize and celebrate student growth related to academic goals and progress to promote a culture of achievement and encourage the continued use of effective learning strategies. Continue implementing cluster grouping to provide enriched learning experiences and support the academic advancement of gifted students.

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
School-Wide Strategies Aligned to Standards-Based Instruction

Person Monitoring: **By When/Frequency:**
Jennifer Tapia   Ongoing until May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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. Emphasize the Nature of Science across all grade levels to build scientific thinking and practices. 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 182 Hispanic students, or 32.7% of our school population. 87 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 36.4% to 55% and Math proficiency will increase from 47.7% to 60%.

Monitoring

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

Monitoring will occur through:

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

Jennifer 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:	**By When/Frequency:**
Jennifer Tapia and Jennifer Visalli	Ongoing through May 2026

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 ESOL team 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, 237 students took the ELA assessment. 73% non-ESE students were at a level 3 or higher, while only 38% of our ESE students were proficient. 60% of our ESE students did make a gain, while 65% of our non-ESE students made a gain.

In Math, 220 students took the EOY assessment. 50% of our ESE students were at a level 3 or higher, while 86% of our non-ESE students were proficient. 65% of our ESE students made a gain, while 86% of our non-ESE students also made a gain.

While we are seeing good gains for our ESE students this past year, 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, 237 students took the ELA assessment. 73% non-ESE students were at a level 3 or higher, while only 38% of our ESE students were proficient. 60% of our ESE students did make a gain, while 65% of our non-ESE students made a gain.

In Math, 220 students took the EOY assessment. 50% of our ESE students were at a level 3 or higher, while 86% of our non-ESE students were proficient. 65% of our ESE students made a gain, while 86% of our non-ESE students also made a gain.

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
Jennifer 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: **By When/Frequency:**
Jennifer Tapia   Ongoing through May 2026

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 24 Black students, and 557 total students. In grades 3-5 there were only 9 Black students last year. 67% of our Black and 67% of our non-Black students reached a Level 3 or higher at the EOY ELA assessment. 89% of our Black students in grades 3-5 reached a Level 3 or higher in Math, while 80% of our non-Black students were proficient. 100% of our Black students (only 4) 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
Jennifer 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:	By When/Frequency:
Jennifer Tapia	Ongoing through May 2026

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

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.

23 students received referrals during the 2024-2025 school year. This year, the school year will kick off with Kindness Week and reteaching/modeling of PBIS PRIDE expectations for the school. With the return of the school counselor, there will be additional PRIDE activities and PBIS lessons throughout the school year. 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

Jennifer 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:
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:	**By When/Frequency:**
Erica Pollick	Ongoing through May 2026

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.

The one-page School Improvement Plan will be posted on the website at: https://www.pcsb.org/garrison-es

Families will receive a one-page SIP document, in both English and Spanish, 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The PFEP will be posted on the website at: https://www.pcsb.org/garrison-es

The School Advisory Council (SAC) meets monthly, and the PTA remains highly active and involved in both school and community events throughout the year. Families receive regular communication through School Messenger and a monthly SMORE newsletter.

Parent and student feedback is gathered through the state-facilitated survey, SAC parent survey, and

participation in schoolwide events such as book fairs, Pioneer Day, Meet the Teacher, DAP Night, talent shows, and performing arts events.

Monthly student recognition ceremonies invite families to celebrate student achievements. Parents also attend the Back-to-School Open House event, where teachers share academic expectations and curriculum details. Families receive ongoing updates on student progress, learning goals, and academic data. To support learning at home, parents are provided with curriculum resources and learning targets, to engage families in monitoring their child's data and understand its role in guiding 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Throughout the school year, staff will focus on implementing action steps aligned with all three SIP goals during staff meetings, PLCs, collaborative planning, and school-based planning days. Educators will participate in district-led professional development to deepen their understanding of curricular resources and enhance instructional practices.

The school will provide Extended Learning Programs before and after school, along with enrichment clubs to support student growth. Additionally, the Gifted and Talented program will continue to identify and serve students requiring accelerated learning opportunities within 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 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)).
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)).

School has a Student Services Team that consists of a full-time counselor and both a 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Garrison-Jones is an AVID school. The school mission is aligned to AVID 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

As a PBIS school, we use an MTSS model to address Tier 1, 2 and 3 behaviors in students. Student progress is consistently monitored and evaluated throughout the school year. District MTSS processes (PSWs, PMPs) are used at the school level as well.

The School Based Leadership Team meets weekly to look at both academic and behavior MTSS processes, and review students' data, while attendance is analyzed monthly.

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)).

District-Wide Training

Preschool Training

Professional Learning Communities

Collaborative Planning

District Professional Development

Peer-to-Peer Mentoring

Data Chats

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)).

The Back-to-School Open House, held the Friday before the first day of school, allows students and parents to meet their teacher(s), visit the classrooms, drop off materials, learn about the VPK daily schedule, and get to know the campus.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor 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.

All resources are either provided by the district through curriculum, or aligned to research-based best practices and the Florida BEST standards.

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).

The VE team has been changed to meet the needs of the students.
All services are push-in.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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