

Pinellas County Schools

CHI CHI RODRIQUEZ ACADEMY



2025-26 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

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

The Chi Chi Rodriguez Academy, along with the partnership of the The Chi Chi Rodriguez Youth Foundation will provide quality educational opportunities for students and their families by educating and preparing each student for college, career and life.

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 Tollefson

Position Title

Academy Director

Job Duties and Responsibilities

Director of the Chi Chi Rodriguez academy performs day to day administrator duties, oversees Title 1, and acts as the testing administrator.

Leadership Team Member #2

Employee's Name

Lauren Messina

Position Title

School Counselor

Job Duties and Responsibilities

Works with students and families on an individual basis to meet counseling needs. The counselor teaches weekly counseling lessons to all grade levels, as well as creates and hold meetings pertaining to student 504 plans,. The counselor assists the Director as needed and fulfills the Director role when the Dirctor is out.

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.

Title 1 survey

Climate Survey Results

Educational Alternative SAC

School Website

School Messenger

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)).

School Administration and staff will participate in monthly PLC's to review effective implementation of benchmark-aligned instruction. Administrator instructional walkthroughs will be conducted, and feedback will be provided to teachers in regard to effectively increasing student achievement. The SIP will be revised as necessary depending on data.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-8
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING 2020-21:

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						10	34	34	17	95
Absent 10% or more school days						2	9	8	2	21
One or more suspensions								2		2
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment						7	17	9	10	43
Level 1 on statewide Math assessment						4	14	20	5	43
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

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						4	11	11	7	33

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										0
Students retained two or more times										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						1	7	4	2	14
One or more suspensions									4	4
Course failure in English Language Arts (ELA)							1			1
Course failure in Math						4				4
Level 1 on statewide ELA assessment						2	16	14	7	39
Level 1 on statewide Math assessment						2	12	17	6	37
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						3	9	3	1	16

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	24	62	61	18	59	58	18	55	53
Grade 3 ELA Achievement		68	62		64	59		63	56
ELA Learning Gains	50	59	61	43	60	59			
ELA Lowest 25th Percentile	60	52	55	59	53	54			
Math Achievement*	23	66	62	21	62	59	27	61	55
Math Learning Gains	42	63	60	47	59	61			
Math Lowest 25th Percentile	61	55	53	63	51	56			
Science Achievement	17	59	57	33	54	54	15	52	52
Social Studies Achievement*	56	72	74	77	71	72	75	69	68
Graduation Rate		40	72		31	71		44	74
Middle School Acceleration		83	75		74	71		69	70
College and Career Acceleration		19	56		20	54		17	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	61		53	59		56	55

*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)	CSI
OVERALL FPPI – All Students	42%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	333
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
42%	45%	34%	34%	27%		35%

* 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	26%	Yes	4	4
Black/African American Students	22%	Yes	6	1
Hispanic Students	31%	Yes	2	2
White Students	41%	No		
Economically Disadvantaged Students	42%	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	24%		50%	60%	23%	42%	61%	17%	56%				
Students With Disabilities	18%		39%		18%	46%		10%					
Black/African American Students	6%		33%		11%	39%							
Hispanic Students	33%		50%		11%	29%							
White Students	30%		57%		34%	49%	50%	25%					
Economically Disadvantaged Students	27%		46%	53%	23%	49%	77%	13%	46%				

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	18%		43%	59%	21%	47%	63%	33%	77%				
Students With Disabilities	12%		38%		24%	42%		20%					
Black/African American Students	12%		47%		12%	65%							
Hispanic Students	14%		43%		14%	36%							
White Students	24%		42%		29%	47%		47%					
Economically Disadvantaged Students	25%		47%	64%	20%	47%	60%	38%	80%				

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	18%				27%			15%	75%				
Students With Disabilities	6%				12%								
Black/African American Students	6%				17%								
White Students	31%				34%			25%					
Economically Disadvantaged Students	13%				21%			5%					

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	5	10%	61%	-51%	56%	-46%
ELA	6	29%	61%	-32%	60%	-31%
ELA	7	27%	59%	-32%	57%	-30%
ELA	8	12%	59%	-47%	55%	-43%
Math	5	10%	65%	-55%	57%	-47%
Math	6	29%	63%	-34%	60%	-31%
Math	7	21%	33%	-12%	50%	-29%
Math	8	24%	64%	-40%	57%	-33%
Science	5	10%	67%	-57%	55%	-45%
Science	8	18%	58%	-40%	49%	-31%
Civics		53%	78%	-25%	71%	-18%

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?

Seventh grade ELA showed the most improvement in the PM3 Fast Assessment. The data shows a 20% increase. In spring of 2024, 50% of students made a learning gain compared to 68.5% of students in 2025.

The new actions we took as a school involved placing a stronger emphasis on data. We had intentional data chats and utilized our new VE teacher to pull small groups and provide individualized 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.

Fifth grade math showed the lowest performance with only 10% making a learning gain in 2025. The teacher is still adjusting to teaching a new grade level.

Administration continues to work with the 5th grade teacher to adjust to the new grade level and using new innovative strategies to improve student achievement.

Greatest Decline

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

In 2024, 57% of our 8th graders made a learning gain in ELA. In 2025, 35% of 8th graders made a learning gain in ELA. One of the contributing factors to the decline in ELA performance was having multiple substitutes and a long-term sub through the first grading period. This lack of consistency hindered student's academic progress.

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.

In 2025, our greatest gap was the percentage of students at, near or above proficiency in science. The trend that contributed to this gap was our 8th grade science teacher was brand new and

struggled with managing student behavior while teaching the required curriculum.

EWS Areas of Concern

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

When reflecting on the EWS data, a potential area of concern is newer teachers and teachers new to their grade level not making the necessary adjustments to improve student growth.

Highest Priorities

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

Our highest priorities for the upcoming year include emphasizing small group instruction, coordinating consistent PLC's, providing effective professional development through the support of district leadership and continuing to focus on data driven learning gains.

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.

While reviewing our data from the previous year and comparing scores side by side with specific benchmarks, we will be implementing evidenced based instruction through small groups for all grade levels that will increase academic performance and standard base instruction.

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.

Crating protocols and processes to put in place for small group instruction will create a standard. The plans that support this group work will be reviewed quarterly.

Monitoring

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

This area of focus will be monitored by instructional staff reporting monthly progress to school administration. Data will also be measured through FAST scores that are compared to the district.

Person responsible for monitoring outcome

Jennifer Tollefson

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 evidence-based intervention we will be using is a tier 2 instruction for small groups. This bundle of evidence-based instruction would include decoding and phonemic awareness, oral reading fluency, reading comprehension and vocabulary development. The results of this intervention, across a

10-week period, show significant increase for in oral reading fluency for sixth graders compared to student who did not participate in the small group intervention.

Rationale:

This intervention will be used because it has been effective in increasing academic reading performance for students who are below grade level.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Processes and standards

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Weekly

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

In small group reading, students will be grouped by ability and achievement level to better help teachers focus on their students' individual needs.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning

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.

Holding PLC's on a biweekly basis creates purposeful guidelines that will support teachers in the implementation of classroom instruction. Including our VE teacher in this PLC will provide instructional staff with the time to connect and correlate instruction to benefit the 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.

The outcomes from the PLC's will be measured by the teacher's instructional implementation and collaboration with the VE teacher. It will be monitored by the student's increase in their test scores from PM1 to PM2 as well as, PM3 of 2025 to PM3 of 2026.

Monitoring

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

Instructional staff will provide collaborative planning notes and minutes after each PLC session to be reviewed by administration. PLC's will be designed around evaluating individual students with a system in place to compare each student's academic needs across all classes. Feedback will be reviewed by administration.

Person responsible for monitoring outcome

Jennifer Tollefson

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 evidence-based intervention will be using includes planning, execution, feedback. This includes collaboration, prioritization, differentiated instruction, measuring and adjusting. This tie 1 intervention provides a highly effective and genuine process to ensure curriculum access to all instructional staff.

Rationale:

The reason for using this intervention is to provide instructional staff a basic outline for PLC's that highlight the needs of our students.

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

Planning

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

September 2025/biweekly

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

Academy Director will communicate with all instructional staff ahead of time so they can plan accordingly and plan ahead for PLC's.

Action Step #2

Prepare

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

September 2025/ biweekly

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

Academy director will communicate the topics to be discussed ahead of time to instructional staff so they can be prepared with the necessary data and materials to collaborate.

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.

Administration, Instructional staff and ESE staff will collaborate to better meet the needs of our students with disabilities to increase their learning gains. These collaborations will focus on identifying which students would benefit most from specific services and interventions.

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.

100% of all SWD students will achieve a learning gain in either ELA or Math when comparing PM3 scores of 2025 to PM3 scores of 2026.

Monitoring

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

Administration will monitor and compare scores for SWD students and share relevant data with the ESE teacher. Progress will be tracked and evaluated after each round of FAST testing and adjustments will be made as needed.

Person responsible for monitoring outcome

Jennifer Tollefson

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:

Positive changes in student behavior and learning outcomes increased when students with disabilities were pulled out of the regular classroom environment into small groups for small group instruction. Tam, I. O. L., & Leung, C. (2019). Evaluation of the effectiveness of a literacy intervention program on enhancing learning outcomes for secondary students with dyslexia in Hong Kong. *Dyslexia* (10769242), 25(3), 296–317.

Rationale:

Utilizing small group instruction puts an emphasis on individualized academic needs, especially in students who need more support due to their disabilities. the extra support can aide in the students understanding and overall scores.

Tier of Evidence-based Intervention:**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

Plan

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

August 11

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

Before the school year starts, staff will meet to identify and group students based on their academic needs and necessary interventions.

Action Step #2

Evaluate

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

After each round of FAST testing

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

Administration will monitor and compare scores for SWD students and share relevant data with the ESE teacher. Progress will be tracked and evaluated after each round of FAST testing and adjustments will be made as needed.

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**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.

Our area of focus pertains to our fifth-grade students and their individual ELA growth on the 2025 ELA FAST test.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Specifically looking at our fifth-grade students, we will have extra support from our VE teacher, as well as our classroom assistant. Our instructional teacher will also attend district provided grade level module role out professional development trainings.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

50% of all fifth-grade student will make a learning gain on the 2026 ELA FAST Test

Monitoring

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

Classroom teacher will have individual data charts with all students and grade level PLC's will have a strong focus on ELA data and learning gains.

Person responsible for monitoring outcome

Jennifer Tollefson

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:

Students who participate in extra curriculum support can attain greater competencies and abilities. Extra curriculum support consists of the VE teacher and assistant engaging and support students in the classroom. Kaur, M., & Chawla, S. (2025). Does curriculum support and extra-curriculum support contribute to students' entrepreneurial intentions? *Innovations in Education & Teaching International*, 62(2), 657–673. <https://doi.org/10.1080/14703297.2024.2325646>

Rationale:

Having extra support in the classroom will help monitor student progress and provide additional support to achieve positive academic outcomes.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Progress Monitoring

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

First two weeks of school

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

The teacher will have individual data charts and post data in the classroom.

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.

As a recognized PBIS school, we will continue to implement PBIS incentives throughout the year which will have a positive impact on our school culture and environment. PBIS is system based and is a top-down intervention. Due to the past data, we will put a strong emphasis on attendance through our PBIS interventions and incentives.

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.

With the implementation of new systems through our PBIS incentives, we will improve our school climate and culture by decreasing absenteeism by 20%. the number of students missing 10% of the school year will decrease from 19 to 15. This will include absences from suspensions as well.

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.

The administrative staff will collaborate with instructional staff and our DMT to monitor and record absences and out of school suspensions to provide clear data.

Person responsible for monitoring outcome

Jennifer Tollefson

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:

We will utilize the growth model with school wide positive behavioral interventions and supports (SWPBIS). This is a multi-tiered approach that consists of defining, teaching and reinforcing schoolwide attendance expectations.

Rationale:

This model will provide consistency when monitoring and recording absences and suspensions.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

PBIS Dissemination

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Pre-School for staff and first week of school for students

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

Staff and students will have a clear understanding of the PBIS system through a written plan. The student PBIS incentives are posted in the classrooms.

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/chichi>

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)).

<https://www.pcsb.org/chichi>

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)).

We plan to strengthen our academic program by continuing to implement ELPs for both elementary and middle school students. We also plan to use our VE and teacher's aides to provide one on one and small group support for students who require additional instruction. We also plan to purchase technology that will enhance our curriculum and provide hands on learning opportunities for our students.

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)).

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)).

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)).

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)).

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Our processes including looking at individual student data and behavioral needs. Reviewing this data and individual student needs in grade level PLC's will aide in the students' academic success.

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).

Once we have looked at data and the needs of our individual students, we will identify specific resources needed within the first nine weeks of school.

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