

Pinellas County Schools

CHI CHI RODRIQUEZ ACADEMY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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, with the partnership of 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

tollefsonj@pcsb.org

Position Title

Academy Director

Job Duties and Responsibilities

The director of the Chi Chi Rodriguez Academy performs day to day administrator duties, oversees Title 1, and acts as the testing administrator.

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 montly 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 the date.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 5-8
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment						5	19	24	30	78	
Absent 10% or more school days						0	4	8	5	17	
One or more suspensions						0	3	12	11	26	
Course failure in English Language Arts (ELA)						0	2	1	1	4	
Course failure in Math						0	2	1	1	4	
Level 1 on statewide ELA assessment						0	10	14	10	34	
Level 1 on statewide Math assessment						1	8	12	10	31	
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators						0	8	14	10	32

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment						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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators						4	11	11	7	33

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	23	63	62	24	60	58	18	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	43	60	61	50	59	59	43	58	56
ELA Lowest 25th Percentile	48	51	53	60	52	52	59	53	50
Math Achievement*	22	65	65	23	65	63	21	61	60
Math Learning Gains	47	57	62	42	60	62	47	61	62
Math Lowest 25th Percentile	41	52	57	61	59	57	63	59	60
Science Achievement	26	60	57	17	59	54	33	52	51
Social Studies Achievement*	63	81	77	56	79	73	77	75	70
Graduation Rate									
Middle School Acceleration	84	82		84	77		80	74	
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				49	53		44	49	

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	39%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	313
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
39%	42%	45%	34%	34%	27%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	5	5
English Language Learners	38%	Yes	1	
Black/African American Students	15%	Yes	7	2
Hispanic Students	26%	Yes	3	3
White Students	48%	No		
Economically Disadvantaged Students	38%	Yes	1	

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	23%		43%	48%	22%	47%	41%	26%	63%				
Students With Disabilities	12%		41%	55%	12%	32%	18%	27%					
English Language Learners	17%		58%		17%	58%							
Black/African American Students	5%		25%		5%	25%							
Hispanic Students	16%		47%		5%	53%		10%					
White Students	33%		50%		38%	54%		44%	69%				
Economically Disadvantaged Students	22%		44%	46%	17%	46%	46%	20%	61%				

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%				

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	8%	64%	-56%	62%	-54%
ELA	7	25%	63%	-38%	62%	-37%
ELA	8	30%	62%	-32%	60%	-30%
Math	6	13%	63%	-50%	60%	-47%
Math	7	35%	24%	11%	53%	-18%
Math	8	16%	62%	-46%	61%	-45%
Science	8	23%	59%	-36%	52%	-29%
Civics	8	63%	59%	4%	75%	-12%
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Among the data components, **science proficiency demonstrated the greatest improvement**, increasing by **12 percentage points**, from **14% to 26%**. **Civics proficiency** also showed strong growth, increasing by **10 percentage points**, from **53% to 63%**. Additionally, **PM3 math learning gains** increased by **8%**. Overall, science proficiency reflected the largest improvement across the measured areas.

The new actions we took as a school included placing a stronger emphasis on data. Our staff had intentional data chats and collaboratively planned to address missing benchmarks. We also utilized our VE teacher and student support staff to pull small groups who needed additional support to show proficiency. In January, we also hired a new science teacher who had ESE experience. This made a large difference in the proficiency of our Science students.

Lowest Performance

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

In each component, our black and ese students underperformed their peers. This discrepancy is most evident in math. 47.6% of our student population showed learning gains. However, only 16.7% of the BTG students demonstrated a learning gain on the same test. This low performance could have been impacted by many factors including less family engagement and the absence of culturally relevant strategies to engage students in the core content.

Greatest Decline

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

Our greatest decline was in ELA learning gains. In 24-25, 49% of our students had a learning gain. In 25-26, this number decreased to 41%. Several factors contributed to this decline including our reading and ELA teacher's lack of experience in meeting the needs of ESE students. Our sixth-grade class was 70% ESE and needed structured behavioral support to succeed. Our teachers struggled to build consistency with this class. As a result, only 16% of sixth grade students earned a learning gain

in ELA.

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.

Almost all our data components have gaps when compared to the state average. We have an overall need for increased structure, increased student engagement and clear classroom expectations. When students understand their expectations and possible outcomes, they can spend more time in class and subsequently achieve learning gains.

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 our growing ESE population. Many of our teachers need additional training to effectively differentiate instruction and structure their classroom routines to reach the individual needs of our students.

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:

1. Emphasizing tier 1 instruction and behavioral supports for all students
2. Small group interventions in core subjects to meet individual student needs
3. Collaborative PLCs and providing effective professional development through the support of district leadership.
4. Data driven learning gains for all students including those in ESSA subgroups
5. Building a positive campus climate and culture to reduce discipline incidents

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 ELA

Area of Focus Description and Rationale

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

Goal- Create a coherent system of support for striving readers by equipping intensive reading teachers with the knowledge, skills and collaborative structures needed to help students master the standards of the reading rope, and ultimately comprehension of grade level texts

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.

- Instruction is consistently explicit, systematic and aligned to student needs
- Increased collaboration among intensive reading teacher and instructional teachers is evident
- Striving readers will show evidence of measurable improvement in reading proficiency
- Increase learning gains in ELA to 55% for all students and 41% for all subgroups

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 and state.

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:

Collaborative Professional Learning

Rationale:

Professional learning is most effective when it is ongoing, collaborative and directly connected to classroom practice. Research demonstrates that teachers who engage in collaborative professional development with opportunities for modelling, practice and reflection implement new learning at significantly higher rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Build student's word reading and decoding skills. Build student's word knowledge.

Rationale:

Striving readers require targeted explicit instruction across multiple strands of reading. The framework often referred to as Scarborough's Reading Rope highlights the interconnected nature of skills such as word recognition and language comprehension. When teachers deeply understand these strands and how to address gaps through intentional instruction, student outcomes improve.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Data-driven instruction aligned to specific reading strands (e.g. decoding, fluency, vocabulary, comprehension).

Rationale:

Data driven instruction ensures that instructional decisions are based on student's identified learning needs rather than a one-size-fits-all approach. By analyzing assessment data, teachers can pinpoint specific skill gaps, group students strategically, and provide targeted interventions that address the foundational components of reading. This approach allows educators to monitor student progress regularly, adjust instruction based on evidence of learning, and allocate resources where they will have the greatest impact. Aligning instruction to discrete reading strands also helps ensure that all essential literacy skills are systematically taught and reinforced, leading to stronger reading proficiency and improved performance on classroom and state assessments.

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

Progress Monitoring & Data analysis

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

monthly

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

Create regular opportunities for intensive reading teachers to analyse student data in collaboration with other core content teachers.

Action Step #2

-Collaborate, plan and rehearse high-quality instruction with colleagues -participate in professional development around literacy best practices

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Monthly

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

Our ELA teacher will participate in the district's Literacy Leaders program. She will receive training and collaborate with other teachers and experts in her field. She will lead a small group on campus with the other core content teachers to share her knowledge.

Area of Focus #2

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.

Reduce disciplinary incidents and increase positive behavioral outcomes for black student through the implementation of proactive, relationship centered and restorative behavioral supports.

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.

During the 2025–2026 school year, Black students received 47 discipline referrals. During the 2026–2027 school year, the school will implement explicit instruction and consistent reinforcement of schoolwide classroom expectations to reduce discipline referrals for Black students by 20%, from 47 to 37 referrals. Reducing the number of referrals is expected to increase instructional time and improve academic outcomes. As a result, the school will increase learning gains for Black students as measured by FAST PM3, from 17% to 25% in mathematics and from 22% to 35% in English Language Arts.

Monitoring

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

the desired outcome.

This goal will be monitored through monthly discipline data to identify trends, monitor disproportionality and develop targeted supports for black students.

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:

Our evidence-based interventions will include: positive behavioral interventions and supports, restorative practices, relationship-based classroom management, behavior progress monitoring, data-based decision making and mentoring systems. We will also enhance our tier 1 supports by implementing shared rules and expectations across all classrooms.

Rationale:

Research indicates that schools achieve stronger behavioral and academic outcomes when behavior systems are preventative, consistent and focused on teaching expected behaviors. Positive relationships, restorative approaches, and targeted behavioral interventions increase student engagement, reduce office discipline referrals, and improve student's sense of belonging and connectedness to school. Effective schools regularly analyse discipline data to identify trends and implement supports that promote positive behavior and equitable outcomes.

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

Conduct monthly reviews of discipline data to identify trends, monitor disproportionality, and develop targeted supports for black students.

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

monthly

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

administration will conduct monthly reviews of discipline data. This data will be shared with teachers. Teachers and administration will collaborate on the effectiveness of targeted supports and adjust them as needed.

Action Step #2

Implement schoolwide PBIS practices with clearly defined behavioral expectations, recognition

systems and consistent responses to behavior.

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

by August 2026/review quarterly

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

The school will purchase a PBIS application that will allow teachers to immediately reward expected behaviors. In addition, the students will also have the opportunity to view their points in real time. This will further motivate students and reduce the time between the behavior and the outcome. Our PBIS system will also provide more opportunities for students to spend their points.

Action Step #3

Provide explicit instruction and reinforcement of behavioral expectations, self-management strategies, conflict resolution skills, and positive decision-making behaviors.

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Beginning August 2026/Monthly

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

Teachers will set aside time during the first few weeks of the year to teach behavioral expectations. Teachers will explain the difference between acceptable and unacceptable behavior. They will model this behavior and allow students to "act out" different scenarios. In addition, all of our teachers will adopt a shared set of rules to increase consistency across our campus and lessen opportunity for student confusion.

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 serves and interventions. In addition, the collaboration will focus on tying IEP goals to instructional benchmarks.

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.

80% of all SWD students will achieve a learning gain in either ELA or Math when comparing PM3 scores of 2026 to PM3 scores of 2027

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:

VE teachers will plan collaboratively with subject area teachers. They will be scheduled into core content area classes on a regular basis. This will allow the VE teachers to be more familiar with grade level benchmarks and individual student needs.

Rationale:

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teacher to work together and learn from one another while planning lessons jointly and observing one another teaching.

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

Design and implement SDI aligned to IEP goals and grade-level benchmarks

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Monthly

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

Schedule planning times where the VE teachers and core content teachers can learn from each other and share expertise.

Action Step #2

Facilitate collaboration meetings and student data chats to review progress

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Monthly

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

Monthly mandatory PLCs will be planned for all middle school teachers to share individual student needs and successful accommodations.

Action Step #3

Provide PD and coaching cycles on High-leverage practices and SDI implementation

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:

Implement walkthroughs to ensure teachers are implementing SDI on a consistent basis.

Area of Focus #4

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

Instructional Practice specifically relating to Science**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.

Goal: Utilize district curricular materials to ensure whole group and small group instruction in Science is designed and implemented according to evidence-based principles, are standards-aligned, and provide rigorous expectations for all 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.

Science proficiency scores on grade level and EOC exams across all grade levels will increase to 50%.

Monitoring

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

Administration and teachers will utilize mock exams to monitor student growth and mastery of grade aligned benchmarks.

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:

Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to student interests & cultural backgrounds; opportunities for students to ask their own questions and explore possible explanations to their questions.

Rationale:

Rationale for Evidence-based Strategy: Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 4) Full guidance during student practice, 5) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

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

Explicit Benchmark Instruction**Person Monitoring:**

Jennifer Tollefson

By When/Frequency:

Monthly

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

Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to student interests & cultural backgrounds; opportunities for students to ask their own questions and explore possible explanations to their questions.

Action Step #2

Individual Student Supports

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Monthly

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions for students above benchmark. These supports should include access to grade-level text and beyond level which is still tied to the grade level standards as well as small group instruction based on data.

Action Step #3

Student Engagement

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Monthly

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

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: engaging students through real world phenomena to help students see the relevance of the day's lesson; exploration via meaningful tasks related to student interests, explanation through thought-provoking challenges, grade level text, and direct instruction; elaboration opportunities for students to ask their own questions, set their own goals, and make their own choices.

Area of Focus #5

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

Instructional Practice specifically relating to Social Studies**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 the 2026-27 school year our school will focus on improving the proficiency rate on the Civics EOC from 63% to 80%. As the state tested course in middle school social studies, the Civics EOC

contributes to the school improvement grade. Our school will always strive to hold students to the highest academic standards and support that with sound educational decisions.

In the 2026-27 school year, the History team will focus on improving student reading and writing in the content area. With this focus, the History team will support students learning to think historically, build knowledge, and retain understanding. In the 2026-27 school year.

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 the 2026-27 school year our school will focus on improving the proficiency rate on the Civics EOC from 63% to 80%

Monitoring

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

Progress in the Civics classrooms will be monitored through district-developed unit and cycle assessments as well as daily formative assessment of student progress as planned, implemented, and analyzed by the classroom teachers.

Progress monitoring in the History classrooms occurs daily in formative assessments, twice per quarter on the district-developed learning checkpoints, as well as student progress in their Progress Monitoring FAST reading assessments. Writing will be monitored using *The Writing Revolution* strategies and the quarterly DBQ/DBQ Online writing assessments.

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:

Advance student thinking through writing about reading so that students will make their thinking visible, deepen their understanding of critical content, and engage in rigorous, standards-aligned tasks. Cognitive Engagement with Content – The Writing Revolution and Document Based Questions Scaffolding and differentiated instruction with corrective feedback

Rationale:

Writing about reading supports learning because it requires students to process, organize, and explain what they have read. Writing pushes students beyond recall to analyze ideas, make connections, and use evidence to support their thinking. It also helps teachers see student understanding and misconceptions in real time. As a result, writing about reading deepens comprehension and improves long-term retention of content.

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

Writing Revolution Professional Learning

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Quarterly

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

Provide professional learning on key strategies from The Writing Revolution, from sentence-level strategies to paragraph and essay writing.

Action Step #2

Collaborative Planning

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Monthly

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

During Collaborative Planning, develop writing prompts that require students to explain, justify, and analyze using text evidence.

Action Step #3

Teaching Students essential writing skills

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Monthly

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

Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines.

Area of Focus #6

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

Instructional Practice specifically relating to Math**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.

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous

expectations for all students.

Evidence-Based Strategy to support:

Ask questions and implement tasks that promote reasoning and problem-solving

Student-Centered Learning (John VandeWalle)

Academic discourse

Cognitive engagement with content

Formative assessment and actionable feedback

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 student's learning gains in math on the PM3 FAST test will increase from 48% to 55%. Learning gains for all ESSA subgroups will be at least 42%.

Monitoring

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

Our administrator and AP will monitor these strategies to ensure proper classroom implementation.

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:

Teachers and administrators engage in Facilitated Planning professional learning opportunities to implement instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards, including the Achievement Level Descriptors to assist with differentiation.

Rationale:

Mathematics achievement data indicate a need to strengthen standards-based instruction and ensure consistent implementation of high-quality instructional materials across classrooms. Facilitated Planning professional learning provides teachers and administrators with dedicated opportunities to deepen their understanding of the B.E.S.T. Standards, Achievement Level Descriptors (ALDs), and evidence-based instructional practices. Through collaborative planning, educators analyze the alignment between instructional materials and grade-level standards, identify the cognitive demands of tasks, and develop strategies to meet the needs of diverse learners. Research demonstrates that

student achievement improves when teachers engage in ongoing, job-embedded professional learning that is directly connected to classroom instruction. By participating in Facilitated Planning, teachers will be better equipped to implement instructional materials with fidelity, use ALDs to identify student learning needs, and differentiate instruction based on data and performance expectations. Administrator participation further supports instructional coherence through consistent feedback, monitoring, and support for implementation. As a result, students will have increased access to rigorous, standards-aligned mathematics instruction, leading to improved mathematical understanding, achievement, and learning gains.

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

Professional Learning

Person Monitoring:

By When/Frequency:

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

Teachers and administrators engage in facilitated planning professional learning opportunities to implement instructional materials, understand how the materials connect to evidence based strategies and BEST standards, including the achievement level descriptors to assist with differentiation

Action Step #2

Collaborative Planning

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

Monthly

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

Schedule and facilitate ongoing mathematics topic planning sessions by course level, using district provided resources and the PCS effective planning protocols

Action Step #3

Increase Student Engagement

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:

Employ instructional practices to motivate and deepen student engagement including but not limited to positive expectations for success; meaningful tasks related to student interests and cultural backgrounds, opportunities for students to ask their own questions, set their own goals, and make their own choices.

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.

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 continue to put a strong emphasis on attendance through our PBIS interventions and incentives. We will also implement a PBIS software that will reduce the reward delay, allowing students to understand the connection between the desired behavior and the reward.

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 and decrease absenteeism by 20%. The number of students missing 10% of the school year will decrease from 17 to 13. This will also include absences from suspensions.

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

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 Navigate360 PBIS Rewards program is an evidence-based intervention grounded in the principles of Positive Behavioral Interventions and Supports (PBIS), which research has shown improves school climate, increases positive student behaviors, and reduces disciplinary incidents when implemented with fidelity.

Rationale:

The program enables staff to provide immediate, behavior-specific positive reinforcement by recognizing students for demonstrating schoolwide expectations. Because students receive acknowledgment in real time through the digital platform, the delay between the desired behavior and the positive consequence is significantly reduced. This immediate feedback strengthens the connection between the behavior and the reinforcement, increasing the likelihood that the positive behavior will be repeated. In addition, students can monitor their earned points and achievements in real time, providing continuous feedback on their progress toward individual and schoolwide goals. This visibility promotes student ownership, motivation, and self-regulation while creating opportunities for frequent celebration of positive behaviors. The system also provides school leaders with actionable behavior data to monitor trends, identify students or settings requiring additional support, and evaluate the effectiveness of PBIS implementation. By increasing the frequency, consistency, and immediacy of positive reinforcement, Navigate360 PBIS Rewards supports the development of a positive school culture and climate, increases student engagement, and contributes to reductions in office discipline referrals and lost instructional time.

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

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 be provided with a clear understanding of the PBIS system through a hands-on training and a written plan. The student PBIS incentives will be posted in the classrooms and through the PBIS application in Focus.

Action Step #2

Plan PBIS events and rewards that motivate our students to succeed

Person Monitoring:

Jennifer Tollefson

By When/Frequency:

First week of school

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

We will plan and facilitate PBIS events several times a month. Some of our rewards will include participation in a flag football tournament, the ability to buy snacks and supplies at the school store, positive phone calls home and a golf cart ride with a staff member.

Action Step #3

Set up regular student advisory committees

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

Jennifer Tollefson

Monthly

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

Allow all students to have a voice and give feedback on school climate and culture. Gather a group of 5-10 students monthly to give feedback on PBIS initiatives and classroom climate.

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.

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)).

The school will build positive relationships with parents and families by keeping the lines of communication open. Teachers will be encouraged to reach out to parents directly with any issues or concerns whether behavioral or academic. We will also utilize daily agendas where each teacher can communicate with the families every day. We will also host 3 parent engagement events throughout the year including a Back to School uniform pick up event, a Fall Festival, and a Spring Fast test prep night.

Our parent engagement plan is publicly available on our website, 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 middle school and elementary students. We also plan to use our VE teachers and teaching assistants 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, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

Our processes include looking at individual student data and behavioral needs. Reviewing this data in grade level PLC's will aide in the student's academic success. In addition, our VE teachers will participate in collaborative plannign sessions to make sure that IEP goals are tied to grade-level instructional benchmarks.

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 the 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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