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## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The Northwest school community is dedicated to building relationships that encourage the development of academic success, emotional intelligence, critical thinking and strong, caring citizens in a safe learning environment.

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Casey Maker

#### Position Title

Principal

#### Job Duties and Responsibilities

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Job duties and responsibilities of school improvement team members include serving as instructional coaches by providing effective feedback and support to instructional teams and individual staff members. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals.

### Leadership Team Member #2

#### Employee's Name

Amanda Wahl

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Job duties and responsibilities of school improvement team members include serving as instructional coaches by providing effective feedback and support to instructional teams and individual staff members. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals.

### **Leadership Team Member #3**

**Employee's Name**

Marie Brisson

**Position Title**

MTSS Instructional Coach

**Job Duties and Responsibilities**

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Job duties and responsibilities of school improvement team members include serving as instructional coaches by providing effective feedback and support to instructional teams and individual staff members. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals. Additionally, our MTSS coach monitors Tier II and Tier III data and allocates resources to support instruction an intervention. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals varying levels of need.

### **Leadership Team Member #4**

**Employee's Name**

Samuel Rorer

**Position Title**

Behavior Specialist

**Job Duties and Responsibilities**

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Job duties and responsibilities of school improvement team members include serving as instructional coaches by providing effective feedback and support to instructional teams and individual staff members. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals. Specifically, the behavior specialist will be responsible for monitoring behavior data (10 point system, referrals and infractions) and reporting out to the team.

### **Leadership Team Member #5**

**Employee's Name**

Sebrina Snoots

**Position Title**

ESE Teacher

### **Job Duties and Responsibilities**

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Job duties and responsibilities of school improvement team members include serving as instructional coaches by providing effective feedback and support to instructional teams and individual staff members. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals.

## **Leadership Team Member #6**

### **Employee's Name**

Christina Maddox

### **Position Title**

Social Worker

### **Job Duties and Responsibilities**

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Job duties and responsibilities of school improvement team members include serving as instructional coaches by providing effective feedback and support to instructional teams and individual staff members. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals.

## **Leadership Team Member #7**

### **Employee's Name**

Rene Spaight

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Job duties and responsibilities of school improvement team members include serving as instructional coaches by providing effective feedback and support to instructional teams and individual staff members. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals.

## **Leadership Team Member #8**

### **Employee's Name**

Stephanee Camacho

### **Position Title**

Classroom Teacher

### **Job Duties and Responsibilities**

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Job duties and responsibilities of school improvement team members include serving as instructional coaches by providing effective feedback and support to instructional teams and individual staff members. Members will meet weekly to address, monitor, and problem-solve around barriers to reaching school improvement goals.



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

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Stakeholders were involved in a variety of ways. Family and community members provided input through a survey process, input at school advisory council meetings, parent teacher association meetings and other forms of electronic communication. The Northwest staff played a critical role in developing this school improvement plan. Staff members met monthly to discuss specified goals, implement action plans, monitor SIP implementation, and give input and feedback towards future goals, strategies, and action steps.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The school improvement plan will be monitored through regular school-based leadership team meetings. Goals will be monitored and problem-solving will take place within a rotational schedule to monitor each goal monthly. Additionally, SIP Goal committees will meet monthly to continue to support implementation and monitoring of progress towards their specific school improvement goal and the School Advisory Council will convene regularly to provide feedback, guidance, and input in on-going school improvement decisions.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>49.3%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	15	11	10	16	21				74
One or more suspensions	0	0	2	3	0	0				5
Course failure in English Language Arts (ELA)	0	0	0	0	1	0				1
Course failure in Math	0	0	0	0	0	2				2
Level 1 on statewide ELA assessment	0	0	0	3	9	16				28
Level 1 on statewide Math assessment	0	0	0	1	9	15				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	3	5	8	9						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	2	7	24	30					65

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	2	8	9				20

#### Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	11	9	12	22	20				76
One or more suspensions		1	1							2
Course failure in ELA										0
Course failure in Math						5				5
Level 1 on statewide ELA assessment				3	14	9				26
Level 1 on statewide Math assessment				2	13	10				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1		7	1						11

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	1		9	10				22

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	5		3						12
Students retained two or more times		1								1

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54			58	54	53	54	55	56
ELA Grade 3 Achievement **	54			57	54	53			
ELA Learning Gains	55						62		
ELA Learning Gains Lowest 25%	52						57		
Math Achievement *	64			61	61	59	62	51	50
Math Learning Gains	60						61		
Math Learning Gains Lowest 25%	46						32		
Science Achievement *	70			54	62	54	61	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	62			62	64	59	56		

\*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 (FPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	522
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	59%	56%	48%		56%	49%

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



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

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	62%	No		
Asian Students	73%	No		
Black/African American Students	40%	Yes	2	
Hispanic Students	65%	No		
Multiracial Students	66%	No		
White Students	63%	No		
Economically Disadvantaged Students	54%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	4	2
English Language Learners	62%	No		
Asian Students	68%	No		
Black/African American Students	28%	Yes	1	1
Hispanic Students	55%	No		
Multiracial Students	62%	No		
White Students	64%	No		
Economically Disadvantaged Students	53%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	3	1
English Language Learners	61%	No		
Native American Students				
Asian Students	68%	No		
Black/African American Students	41%	No		
Hispanic Students	58%	No		
Multiracial Students	44%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	50%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

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	54%	54%	55%	52%	64%	60%	46%	70%					62%
Students With Disabilities	31%	42%	58%	56%	29%	46%	44%	50%					50%
English Language Learners	61%	67%	55%		68%	59%		56%					67%
Asian Students	64%				82%								
Black/African American Students	26%	22%	57%	70%	37%	33%	25%	50%					
Hispanic Students	56%	73%	50%		68%	61%		77%					72%
Multiracial Students	56%				75%								
White Students	64%	68%	57%	42%	70%	65%	64%	74%					64%
Economically Disadvantaged Students	43%	41%	54%	59%	57%	58%	48%	66%					63%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	58%	57%			61%			54%					62%
Students With Disabilities	32%	21%			24%								45%
English Language Learners	51%	80%			70%			40%					67%
Asian Students	59%				76%								
Black/African American Students	42%	10%			27%			33%					
Hispanic Students	45%	53%			66%			44%					68%
Multiracial Students	77%				46%								
White Students	65%	66%			70%			63%					58%
Economically Disadvantaged Students	50%	47%			53%			49%					65%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	54%		62%	57%	62%	61%	32%	61%					56%
Students With Disabilities	31%		44%		23%	35%	17%						
English Language Learners	49%		59%		69%	74%							56%
Native American Students													
Asian Students	53%		73%		73%	73%							
Black/African American Students	28%		56%	45%	36%	50%	31%	41%					
Hispanic Students	55%		59%	55%	71%	62%		54%					50%
Multiracial Students	42%		40%		50%								
Pacific Islander Students													
White Students	64%		67%	64%	67%	64%	36%	70%					60%
Economically Disadvantaged Students	46%		56%	48%	55%	56%	36%	50%					53%

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

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

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

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

### III. Planning for Improvement

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

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

##### Most Improvement

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

---

5th grade science data showed the greatest improvement. Science proficiency increased from 54% in 2023 to 69% in 2024. Some actions that were taken in this area included targeted extended learning through Science in a Snap programming, small group remediation, diagnostic review planning, and academic gaming in the cafeteria.

##### Lowest Performance

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

---

40% of our lowest quartile of students (L25) made learning gains in mathematics. Some contributing factors could include limited engagement in extended learning and enrichment programming. Poor attendance and disjointed collaborative planning sessions could have also been a contributing factor. Mathematics learning gains for L25 students have been lower than other areas in years past as well.

##### Greatest Decline

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

---

ELA proficiency across all grade levels 3-5 declined. Some contributing factors may include heterogenous class rosters, early year unit/teacher shuffles in all three grade levels, and minimally established routines for collaborative planning.

##### 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.

---

4th grade ELA had the greatest gap when compared to the state average. Some contributing factors may include heterogenous class rosters, early year unit/teacher shuffles within the grade level, and minimally established routines for collaborative planning.

##### EWS Areas of Concern

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

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Two areas of concern related to our early warning systems include decreasing the percentage or



students missing 10% or more of school days and reducing the number of students who scoring a Level 1 on the ELA and math FAST assessments.

### **Highest Priorities**

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

1. Moving incoming 3rd grade students from 47% proficient on Star Reading to 65% proficient of ELA FAST.
2. L25 students making learning gains in mathematics moving from 41% to 80% of students.
3. 5th grade science exceeding 70% proficiency.

## 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

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

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English Language Arts (ELA) as an area of focus has a direct impact on preparation for college, career, and life. Based on the 2024 Florida Assessment of Student Thinking, over 40% of students tested in grades 3-5 were not proficient in ELA.

#### 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.

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The percentage of students proficient in English Language arts will increase from 53% in 2024 to 65% in 2025 as measured by the 2025 Florida Assessment of Student Thinking.

#### 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.

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ELA performance will be monitored by the school-based leadership team, school improvement goal committees, teachers and other systems of support. Teams will use on-going FAST PM data, Istation Indicators of Progress, Running Records, the ELFAC, and embedded module formative assessments to problem-solve and drive instruction.

#### Person responsible for monitoring outcome

Casey Maker

#### Evidence-based Intervention:

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

#### Description of Intervention #1:

A. Align and implement whole group and small group instruction according to evidenced-based, AVID instructional strategies.

**Rationale:**

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. Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

B. Build and implement instructional scheduling and student clustering that promotes inclusion, co-teaching, and blended classroom supports.

**Rationale:**

Clustering rosters and adapting schedules to support inclusive instruction allows for students to be continuously exposed to grade level content, enhances engagement through a co-teaching model, and minimizes loss of instruction due to transition.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

C. Create a culture of collaboration which includes collaborative and cooperative planning at each grade level to provide opportunities for teachers to learn from and inspire one another.

**Rationale:**

Professional development and cooperative planning 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 teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

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

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

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

A. Evidence-Based Instructional Strategies

#### **Person Monitoring:**

Casey Maker

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

August 2024/Monthly

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

A1. Engage students in reading, writing, and discussion centered around grade-level text. Provide high-quality feedback and ample time and opportunity to use feedback. A2. Teachers and students will engage in higher level questioning and Costa's levels of thinking during class lessons, discussions, and problem-solving activities. A3. Students will routinely participate in processing content through writing using reflective journaling, focused note-taking, and annotating text. A4. Develop and utilize structures for inquiry and collaboration among students to improve questioning and reasoning skills. Use class discussion protocols including Socratic seminars and philosophical chairs, along with other problem-solving activities and collaborative study groups. A5. Develop on-going coaching and support for planning and implementing differentiated whole group and small group instruction through professional learning communities and observational feedback. Implementation will be monitored by the school-based leadership team, Instructional leadership team and the ELA SIP goal committee at a monthly cadence.

#### **Action Step #2**

B. Blended Support, Clustering, & Inclusive Scheduling

#### **Person Monitoring:**

Casey Maker

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

August 2024/Monthly

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

B1. Build a school-wide schedule that enables instructional supports during core instruction for all students including inclusive supports for students with exceptional education needs, English language learners, and gifted learners. B2. Develop homeroom class rosters by clustering students with like instructional and educational needs to support inclusive practices and co-teaching. B3. Map and allocate instructional and human resources to support core and supplemental instruction for classrooms to accommodate students' instructional needs. Implementation will be monitored by the school-based leadership team, Instructional leadership team and the ELA SIP goal committee at a monthly cadence.

#### **Action Step #3**

C. Culture of Collaboration

#### **Person Monitoring:**

Casey Maker

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

August 2024/ Monthly

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

C1. Develop and implement collaborative planning structures that allow for consistent planning between homeroom teachers, instructional co-teachers, and other specialists. Utilize planning

protocols and resources to support collaborative planning. C2. Utilize digital planning resources including adopted and district developed curriculum and web-based planning templates to support planning efficiency and sharing. C3. Leaders and teachers attend ELA Champion meetings 3 x a year and partner to collaborate and focus on strengthening practices to support implementation of B.E.S.T. Standards and ELA curriculum aligned to the standards. Implementation will be monitored by the school-based leadership team, Instructional leadership team and the ELA SIP goal committee at a monthly cadence.

## **Area of Focus #2**

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**

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

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Mathematics as an area of focus has a direct impact on preparation for college, career, and life. Based on the 2024 Florida Assessment of Student Thinking, over 36% of students tested in grades 3-5 were not proficient in ELA.

#### **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.

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The percentage of students proficient in English Language arts will increase from 64% in 2024 to 70% in 2025 as measured by the 2025 Florida Assessment of Student Thinking.

#### **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.

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Math performance will be monitored by the school-based leadership team, school improvement goal committees, teachers and other systems of support. Teams will use on-going FAST PM data, math benchmark assessment data, and other formative assessments for mathematics to problem-solve and drive instruction.

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

Casey Maker

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

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

Section 8101(21)(B)).

**Description of Intervention #1:**

A. Align and implement whole group and small group instruction according to evidenced-based, AVID instructional strategies.

**Rationale:**

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. Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling challenging mathematical tasks on their own.

**Tier of Evidence-based Intervention:**

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

No

**Description of Intervention #2:**

B. Build and implement instructional scheduling and student clustering that promotes inclusion, co-teaching, and blended classroom supports.

**Rationale:**

Clustering rosters and adapting schedules to support inclusive instruction allows for students to be continuously exposed to grade level content, enhances engagement through a co-teaching model, and minimizes loss of instruction due to transition.

**Tier of Evidence-based Intervention:**

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

No

**Description of Intervention #3:**

C. Create a culture of collaboration which includes collaborative and cooperative planning at each grade level to provide opportunities for teachers to learn from and inspire one another.

**Rationale:**

Professional development and cooperative planning 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 teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual

improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

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

**Action Step #1**

A. Evidence-Based Instructional Strategies

**Person Monitoring:**

Casey Maker

**By When/Frequency:**

August 2024/ Monthly

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

A1. Engage students in reading, writing, and discussion centered around grade-level text. Provide high-quality feedback and ample time and opportunity to use feedback. A2. Teachers and students will engage in higher level questioning and Costa's levels of thinking during class lessons, discussions, and problem-solving activities. A3. Students will routinely participate in processing content through writing using reflective journaling and the phases of focused notetaking. A4. Develop and utilize structures for inquiry and collaboration among students to improve questioning and reasoning skills. Use class discussion protocols including Socratic seminars and philosophical chairs, along with other problem-solving activities and collaborative study groups. A5. Develop on-going coaching and support for planning and implementing differentiated whole group and small group instruction through professional learning communities and observational feedback. Implementation will be monitored by the school-based leadership team, Instructional leadership team and the Math SIP goal committee at a monthly cadence.

**Action Step #2**

B. Blended Support, Clustering, & Inclusive Scheduling

**Person Monitoring:**

Casey Maker

**By When/Frequency:**

August 2024 / Monthly

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

B1. Build a school-wide schedule that enables instructional supports during core instruction for all students including inclusive supports for students with exceptional education needs, English language learners, and gifted learners. B2. Develop homeroom class rosters by clustering students with like instructional and educational needs to support inclusive practices and co-teaching. B3. Map and allocate instructional and human resources to support core and supplemental instruction for classrooms to accommodate students' instructional needs. Implementation will be monitored by the school-based leadership team, Instructional leadership team and the Math SIP goal committee at a monthly cadence.

**Action Step #3**

C. Culture of Collaboration

**Person Monitoring:**

**By When/Frequency:**

Casey Maker

August 2024/ Monthly

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

C1. Develop and implement collaborative planning structures that allow for consistent planning between homeroom teachers, instructional co-teachers, and other specialists. Utilize planning protocols and resources to support collaborative planning. C2. Utilize digital planning resources including adopted and district developed curriculum and web-based planning templates to support planning efficiency and sharing. C3. Incorporate opportunities for vertical articulation to discuss gaps and improve understanding of content progression. C4. Utilize just in time instructional staff developers to support with planning for upcoming units and critical benchmarks. Implementation will be monitored by the school-based leadership team, Instructional leadership team and the Math SIP goal committee at a monthly cadence.

**Area of Focus #3**

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**

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

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Science as an area of focus has a direct impact on preparation for college, career, and life. Based on the 2024 state assessment data, over 30% of students tested in grade 5 were not proficient in science.

**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 percentage of students proficient in science will increase from 69% in 2024 to 75% in 2025 as measured by the 2025 state science assessment.

**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.

---

Science performance will be monitored by the school-based leadership team, school improvement goal committees, teachers and other systems of support. Teams will use on-going unit assessment data and mid-year formative assessment data to problem-solve and drive instruction.



**Person responsible for monitoring outcome**

Casey Maker

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

A. Align and implement whole group and small group instruction according to evidenced-based and AVID instructional strategies.

**Rationale:**

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. Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

A. Evidence-Based Instructional Strategies

**Person Monitoring:**

Casey Maker

**By When/Frequency:**

August 2024 / Monthly

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

A1. Engage students in reading, writing, and discussion about grade level science content. Provide high-quality feedback and ample time and opportunity to use feedback. A2. Teachers and students will engage in higher level questioning and Costa's levels of thinking during class lessons, discussions, and problem-solving activities. A3. Students will routinely participate in processing content through writing using reflective journaling, focused note-taking, and annotating text. A4.

Develop and utilize structures for inquiry and collaboration among students to improve questioning and reasoning skills. Use class discussion protocols including Socratic seminars and philosophical chairs, along with other problem-solving activities and collaborative study groups. A5. Adapt district curriculum materials to support differentiated, rigorous instruction and interventions. Implementation will be monitored by the school-based leadership team, Instructional leadership team and the Science SIP goal committee at a monthly cadence.

## **Area of Focus #4**

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

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

#### **Area of Focus Description and Rationale**

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

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There remains a critical need to increase overall proficiency for black/African American students. Based on the 2024 Mathematics Florida Assessment of Student Thinking, 62% of our black students were not proficient and 66% of our black students did not record a learning gain as defined by the state of Florida. In ELA, only 26% of our black students were proficient on the state assessment. Northwest Elementary remains committed to a focus on equity in pursuit of improved educational outcomes.

#### **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 percentage of Black/African American students proficient in mathematics will increase from 38% in 2024 to 70% in 2025 as measured by the 2025 Florida Assessment of Student Thinking.

The percentage of Black/African American students making learning gains mathematics will increase from 33% in 2024 to 80% in 2025 as defined by the state of Florida and measured by the 2025 Florida Assessment of Student Thinking.

#### **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 academic performance of our Black/African American students will be monitored by the school-based leadership team, MTSS Team, teachers and other systems of support. Teams will use ongoing FAST PM data, math benchmark assessment data, and other formative assessments for mathematics to problem-solve and drive instruction.

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

Casey Maker

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Celebrate student's growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

**Rationale:**

Students will increase their performance when they experience being celebrated in their success toward their academic goals. This intervention promotes family engagement and a strong sense of community and pride in our school.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Goal Setting and Data Tracking

**Person Monitoring:**

Casey Maker

**By When/Frequency:**

September 2024 / Monthly

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

1. Implement goal setting opportunities where the students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating success. 2. Implement student-led conferences to allow student to share their academic goals and their progress with family members. 3. Create meaningful student extended learning opportunities to enrich and remediate skills.

**Area of Focus #5**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

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

---

Based on the 2024 Florida Assessment of Student thinking, 74% of students with disabilities were not

proficient in Mathematics. 59% of all students with disabilities did not make a learning gain as defined by the state of Florida. Northwest Elementary remains committed to a focus on equity in pursuit of improved educational outcomes.

### **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 percentage of students with disabilities proficient in mathematics will increase from 26% in 2024 to 50% in 2025 as measured by the 2025 Florida Assessment of Student Thinking.

The percentage of students with disabilities making learning gains in mathematics will increase from 41% in 2024 to 80% in 2025 as defined by the state of Florida and measured by the 2025 Florida Assessment of Student Thinking.

### **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.

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The academic performance of our students with disabilities will be monitored by the school-based leadership team, school improvement goal committees, teachers and other systems of support. Teams will use on-going FAST PM data, math benchmark assessment data, and other formative assessments for mathematics to problem-solve and drive instruction.

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

Casey Maker

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

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

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

Create master schedule that allows for inclusion and collaboration between general education and exceptional student education teachers to ensure students receive all services and accommodations throughout their school day.

#### **Rationale:**

Student with disabilities require remediation and skill development in order to meet the BEST standards through collaborative planning and appropriate scaffolding of grade level material alongside the gen teacher; to provide timely support for increases in proficient performance.

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

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Collaborative Planning and Co-teaching

**Person Monitoring:**

Casey Maker

**By When/Frequency:**

September 2024 / Monthly

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

1. Provide opportunities for ESE and general education teachers to cooperatively plan for differentiated instruction and support effective delivery of services. 2. Utilize planning protocols and resources to support collaborative planning. 3. Analyze multiple sources of data to design instruction and progress monitoring that aligns with the students' IEP goals.

**Area of Focus #6**

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

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)****Grades K-2: Instructional Practice specifically relating to Reading/ELA**

No Answer Entered

**Area of Focus Description and Rationale**

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

Instructional practice in grades 3-5 specifically related to ELA will focus directly on collaborative and cooperative planning to develop and implement lessons that incorporate differentiated core and small group instruction. Including higher level questioning, and multiple opportunities for students to speak, read, and write. Less than 50% of 4th grade students were proficient in ELA on the 2024 state assessment.

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

The instructional practice specifically related to Reading/ELA will focus directly on collaborative and cooperative planning to develop and implement lessons that incorporate differentiated core and small group instruction. Including higher level questioning, and multiple opportunities for students to speak, read, and write.

**Grades K-2: Measurable Outcome(s)**

No Answer Entered

**Grades 3-5: Measurable Outcome(s)**

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The percentage of students in grades 3-5 proficient in English Language arts will increase from 54% in 2024 to 65% in 2025 as measured by the 2025 Florida Assessment of Student Thinking. 100% of all grade levels 3-5 will have more than 50% of students proficient in ELA as measured by PM3 FAST assessments.

**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.

---

ELA performance will be monitored by the school-based leadership team, school improvement goal committees, teachers and other systems of support. Teams will use on-going FAST PM data, Istation Indicators of Progress, Running Records, the ELFAC, and embedded module formative assessments to problem-solve and drive instruction.

**Person responsible for monitoring outcome**

Casey Maker

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Conduct consistent grade level collaborative planning sessions focusing on implementing whole group and small group instruction according to evidenced-based, AVID instructional strategies.

**Rationale:**

Professional development and cooperative planning 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 teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

### **Action Step #1**

Collaborative Planning incorporating evidence-based instructional strategies.

#### **Person Monitoring:**

Casey Maker

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

September 2024 / Monthly

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

Engage students in reading, writing, and discussion centered around grade-level text. Provide high-quality feedback and ample time and opportunity to use feedback. Teachers and students will engage in higher level questioning and Costa's levels of thinking during class lessons, discussions, and problem-solving activities. Students will routinely participate in processing content through writing using reflective journaling, focused note-taking, and annotating text. Develop and utilize structures for inquiry and collaboration among students to improve questioning and reasoning skills. Use class discussion protocols including Socratic seminars and philosophical chairs, along with other problem-solving activities and collaborative study groups. Develop on-going coaching and support for planning and implementing differentiated whole group and small group instruction through professional learning communities and observational feedback.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Other

#### **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.

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The Northwest school community maintains a comprehensive positive behavior plan that is shared with all stakeholders and explicitly taught and practiced across the year to cultivate a positive school climate and culture. All stakeholders are responsible for their words, actions and contribution to the supportive network of creating and managing a positive school environment. Establishing a positive school classroom environment, campus environment is the foundation for the work that is done within the school. The administrative team is visible and accessible to all students, staff and families. All stakeholders work together to ensure that the school culture is positive, proactive and a safe place for students to learn, make mistakes and achieve. A strong connection between the school and home is important to supporting the academic growth and overall well-being of the child. This connection is critical for students with one or more early warning indicator. Positive relationships with our students and their families are valued as the foundation of our students' education.

**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.

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We will hold academic conferences with 90% of our students' families by May 2025.

We will increase attendance from 75% to 85% of students missing less than 10% of all school days.

We will reduce office disciplinary referrals by 20% from 71 referrals to 57 referrals during the 2024-25 school year.

**Monitoring**

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

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Progress towards these outcomes will be monitored by the school-based leadership team, school improvement goal committees, child study team, and MTSS team. Teams will use on-going conference documentation records Focus attendance data, discipline referral data, and behavior progress monitoring data to monitor and assess implementation.

**Person responsible for monitoring outcome**

Casey Maker

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Establish meaningful communication to engage families and implement a parent involvement plan that is responsive to the cultural experiences of our families.

**Rationale:**

Students begin to perform better academically when their families are actively engaged in their education. When families show interest and enthusiasm for their child's education, it encourages the child to develop a positive attitude towards learning and school.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

**Action Step #1**

Parent Involvement Plan

**Person Monitoring:**

**By When/Frequency:**



Casey Maker

August 2024 / Monthly

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

Create a parent involvement plan that details the following actions and expectations: 1.. Routines for proactive communication and documenting regular parent/teacher conferences 2.Electronic communication through Focus parent portal 4. Student Led Data Chats. 5. School-wide digital newsletters via email, text, and website. 6. Event Marketing and data tracking. 7. Involvement supports for non-English speaking families. 8. Parent Communication Surveys

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

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

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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Our school-based leadership team, along with the School Advisory Council, reviews school funding allocations along with various data sources to prioritize allocated resources based on need. Progress toward school improvement goals is analyzed and monitored weekly through the MTSS Framework. Through this problem-solving process, allocated resources are revisited and distributed to support continuous improvement and the changing needs of our students

### Specifics to Address the Need

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

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Multiple subgroups of students have demonstrated a gap in academic proficiency and growth. Resources that will be used to address needs are the Instructional leadership team, MTSS Instructional coach and MTSS Team, scheduled blended classroom supports, and extended learning programming. Our SWD and Black/African American subgroups both recorded less than 40% learning gains. Teams will meet monthly to problem-solve and implement school improvement action steps. Blended classroom supports have been scheduled and communicated with staff and will be on-going throughout the school year. Extended learning programming will start during the 1st week of September and will include target students from these targeted subgroups.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

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