NORTHWEST ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The 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

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

Casey Maker

makerc@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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 Soto

sotoam@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

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

brissonm@pcsb.org

Position Title
MTSS Instructional Coach

Job Duties and Responsibilities

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

rorers@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

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 #5

Employee's Name
Christina Oneil Wood

oneillwoodc@pcsb.org

Position Title
Social Worker

Job Duties and Responsibilities

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
Stephanee Camacho

camachost@pcsb.org

Position Title
Classroom Teacher

Job Duties and Responsibilities

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 Spaights

spaightsr@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

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
Sebrina Snoots

snootss@pcsb.org

Position Title
ESE Teacher

Job Duties and Responsibilities

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 #9

Employee's Name
Tina Marion

mariont@pcsb.org

Position Title
Classroom Teacher

Job Duties and Responsibilities

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.

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.

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 implement

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**96.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: B** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	39	51	56	56	66	74				342
Absent 10% or more school days	0	11	16	15	13	14				69
One or more suspensions	0	0	2	5	2	2				11
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	5	19	10				34
Level 1 on statewide Math assessment	1	0	4	18	4	9				36
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	1	4	7						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	3	1	0					4

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	4	11	5	7				27

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	15	11	10	16	21				74
One or more suspensions			2	3						5
Course failure in English Language Arts (ELA)					1					1
Course failure in Math						2				2
Level 1 on statewide ELA assessment				3	9	16				28
Level 1 on statewide Math assessment				1	9	15				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	2	3						8
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

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	72	64	59	54	61	57	58	54	53
Grade 3 ELA Achievement	74	67	59	54	63	58	57	54	53
ELA Learning Gains	74	62	60	55	64	60			
ELA Lowest 25th Percentile	66	59	56	52	62	57			
Math Achievement*	71	69	64	64	66	62	61	61	59
Math Learning Gains	73	67	63	60	68	62			
Math Lowest 25th Percentile	68	56	51	46	58	52			
Science Achievement	81	70	58	70	69	57	62	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	67	63	67	65	61	62	64	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	651
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	58%	59%	56%	48%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	75%	No		
English Language Learners	71%	No		
Asian Students	55%	No		
Black/African American Students	50%	No		
Hispanic Students	74%	No		
Multiracial Students	76%	No		
White Students	79%	No		
Economically Disadvantaged Students	70%	No		

D. Accountability Components by Subgroup

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

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	72%	74%	74%	66%	71%	73%	68%	81%					72%
Students With Disabilities	76%	71%	89%		58%	83%							
English Language Learners	74%	80%	64%	55%	74%	79%							72%
Asian Students	60%				50%								
Black/African American Students	47%	48%	48%	47%	47%	57%							
Hispanic Students	79%	75%	76%	55%	74%	82%		77%					73%
Multiracial Students	79%	69%	69%		79%	77%							
White Students	77%	76%	83%	100%	78%	73%	58%	90%					79%
Economically Disadvantaged Students	69%	73%	71%	59%	67%	70%	67%	76%					75%

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%					67%
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%	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%

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

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

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

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	65%	5%	57%	13%
ELA	4	66%	62%	4%	56%	10%
ELA	5	68%	61%	7%	56%	12%
Math	3	68%	68%	0%	63%	5%
Math	4	69%	68%	1%	62%	7%
Math	5	69%	65%	4%	57%	12%
Science	5	79%	67%	12%	55%	24%

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?

Mathematics learning gains for the lowest quartile demonstrated the most improvement. Students in this subgroup making learning gains increased from 46% in 2024 to 68% (+22%). Actions that contributed to this includes data-based problem-solving using benchmark assessment data, blended push-in support during core instruction, and personalized mentoring.

Lowest Performance

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

Students in the Black/African American subgroup performed lowest on the 2025 assessment with 47% making learning gains in ELA and 57% making learning gains in mathematics. This shows a decrease in ELA and an Increase in mathematics from 57% in ELA and 33% in math based on the 2024 assessment.

Greatest Decline

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

The greatest decline was observed in learning gains of Black/African American students in ELA. 57% of students made a learning gain in 2024 and 47% recorded a learning gain based on the 2025 assessment. A heavier emphasis was placed in Mathematics removing many of the push-in and supplemental adult supports moving to mathematics courses. Because of this, students in this subgroup observed an increase in mathematics learning gains moving from 33% to 57%.

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.

2nd grade mathematics as reported by the Star Math assessment demonstrated a great gap with 48% of students reaching level 3 and above. Factors that may have contributed to this may include scheduling the math block at the end of the instructional day, limited push-in support during core instruction, or reduced coaching cycles during mathematics.

EWS Areas of Concern

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

A potential area of concern from early warning systems is related to attendance. The percentage of students missing more than 10% or school days or more increased in three consecutive years. 27% of students missed 10% or more of school days during the 2024-2025 school year.

Highest Priorities

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

1. Mathematics learning gains increasing from 73% to 75%
2. L25 mathematics learning gains increasing from 68% to 75%
3. ELA learning gains increasing from 74% to 75%
4. L25 ELA learning gains increasing from 66% to 75%
5. 3rd Grade ELA exceeding 75%

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.

English Language Arts (ELA) as an area of focus has a direct impact on preparation for college, career, and life. Based on the 2025 Florida Assessment of Student Thinking, over 28% of students tested in grades 3-5 were not proficient in ELA.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students proficient in English Language arts will increase from 72% in 2025 to 75% in 2026 as measured by the 2026 Florida Assessment of Student Thinking.

Monitoring

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

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:

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:

Design and implement whole group and small group instruction according to evidence-based principles including thoughtful questioning techniques, writing with feedback, structures for academic discourse, and monitoring for learning with feedback.

Rationale:
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, 3) Full guidance during student practice, 4) 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.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Create a culture of collaboration which includes cooperative/collaborative planning at each grade level that provides 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:

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
Questioning

Person Monitoring:	By When/Frequency:
Casey Maker	August 2025 /Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Plan and utilize thoughtful questioning techniques that increase student engagement, promote critical thinking and deeper understanding of ELA benchmarks.

Action Step #2
Writing

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
2. Prioritize engaging students in immense amounts of reading and writing with feedback while ensuring ample time is given to students to closely read, annotate, and write in response to grade-level text.

Action Step #3
Academic Discourse

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
3. Implement classroom structures for inquiry and collaboration that elicit rich academic and literary discourse.

Action Step #4
Activate Prior Knowledge

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
4. Employ instructional practices to motivate and deepen student engagement including, but not limited to positive expectations for success, activating prior knowledge, novel tasks or other approaches to stimulate curiosity.

Action Step #5
Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
5. Ensure instructional supports for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These "pop-up" small group supports include access to grade-level text and beyond as well as small group instruction based on data.

Action Step #6
Monitoring and Formative Assessment

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
6. Implement strategies for intentional monitoring, formative assessment and feedback protocols to monitor student learning and inform small group ELA instruction.

Action Step #7
Data Analysis

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
7. Incorporate data analysis within professional learning communities to enhance delivery of differentiated instruction to support the diverse needs of students.

Action Step #8
Collaborative Planning

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
8. Establish regular collaborative planning opportunities during PLC and half-day planning sessions for classroom teachers, ESE teachers, ESOL teachers, and other blended support personnel.

Action Step #9
Strategy Walks

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
9. Conduct strategy walks to reinforce understanding and implementation of evidence-based instructional strategies.

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

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.

Mathematics as an area of focus has a direct impact on preparation for college, career, and life. Based on the 2025 Florida Assessment of Student Thinking, 29% of students tested in grades 3-5 were not proficient in mathematics.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students proficient in mathematics will increase from 71% in 2025 to 75% in 2026

as measured by the 2026 Florida Assessment of Student Thinking.

Monitoring

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

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:

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:
Design and implement whole group and small group instruction according to evidence-based principles.

Rationale:
Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Create a culture of collaboration which includes cooperative/collaborative planning at each grade level that provides 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:

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
Questioning

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Plan and utilize thoughtful questioning techniques that increase student engagement, promote critical thinking and deeper understanding of mathematics content.

Action Step #2
Writing and Note-taking

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
2. Integrate structured writing and note-taking techniques within math lessons to enhance student processing and retention of content.

Action Step #3
Academic Discourse

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
3. Implement classroom structures for inquiry and collaboration that elicit rich mathematical discourse.

Action Step #4
Mathematics Instructional Routines

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
4. Employ mathematics instructional routines that promote student-centered learning including the Pinellas Problem Solving Routine, Number Sense Making Routines, and Before-During-After math lesson structures.

Action Step #5
Fluency Practice

Person Monitoring:
Casey Maker

By When/Frequency:
August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
5. Develop and install mathematics fluency practice and academic competitions across grade levels and classrooms.

Action Step #6
Monitoring and Formative Assessment

Person Monitoring:
Casey Maker

By When/Frequency:
August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
6. Implement strategies for intentional monitoring, formative assessment and feedback protocols to monitor student learning and inform mathematics instruction.

Action Step #7
Data Analysis

Person Monitoring:
Casey Maker

By When/Frequency:
August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
7. Incorporate data analysis within professional learning communities to enhance delivery of differentiated instruction to support the diverse needs of students.

Action Step #8
Collaborative Planning

Person Monitoring:
Casey Maker

By When/Frequency:
August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
8. Establish regular collaborative planning opportunities during PLC and half-day planning sessions for classroom teachers, ESE teachers, ESOL teachers, and other blended support personnel.

Action Step #9
Strategy Walks

Person Monitoring:
Casey Maker

By When/Frequency:
August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
9. Conduct strategy walks to reinforce understanding and implementation of evidence-based instructional strategies.

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

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.

Science as an area of focus has a direct impact on preparation for college, career, and life. Based on the 20245 state assessment data, 19% of students tested in grade 5 were not proficient in science.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students proficient in science will increase from 81% in 2025 to 85% in 2026 as measured by the 2026 state science assessment.

Monitoring

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

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:

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:

Design and implement whole group and small group instruction according to evidence-based principles.

Rationale:

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson. This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective. Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is coming. This strategy may be selected if there is evidence of gaps in learning between grade levels. Classroom

discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussions allow students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. This strategy may be selected if there is a need to encourage/enhance student-centered rich conversations around the standard/learning target, providing students opportunities to analyze and apply their learning through discourse.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Create a culture of collaboration which includes cooperative/collaborative planning at each grade level that provides 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:

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
Questioning

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Plan and utilize thoughtful questioning techniques that increase student engagement, promote critical thinking and deeper understanding of science content.

Action Step #2
Writing and Note-taking

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

Casey Maker   August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
2. Integrate structured writing and note-taking techniques within science lessons to enhance student processing and retention of content.

Action Step #3
Academic Discourse

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
3. Implement classroom structures for inquiry and collaboration that elicit rich scientific discourse.

Action Step #4
Science Instructional Routine

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
4. Employ science instructional routines including the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented in a format that is conducive to monitoring for learning with feedback.

Action Step #5
Science Inquiry

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
5. Develop, implement, and monitor a school-wide plan and timeline to support students' natural wonderings using science projects (experiments, research/models, field studies and engineer design tasks), cumulating in a school STEM/science night.

Action Step #6
Monitoring and Formative Assessment

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
6. Implement intentional monitoring, formative assessment and feedback protocols to monitor student learning and inform science instruction and review plans.

Action Step #7
Data Analysis

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

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

step:
7. Incorporate data analysis within professional learning communities to enhance delivery of differentiated instruction to support the diverse needs of students.

Action Step #8
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
8. Establish regular collaborative planning opportunities during PLC and half-day planning sessions for classroom teachers, ESE teachers, ESOL teachers, and other blended support personnel.

Action Step #9
Strategy Walks

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
9. Conduct strategy walks to reinforce understanding and implementation of evidence-based instructional strategies

Area of Focus #4

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

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

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

There remains a critical need to increase overall proficiency for black/African American students. Based on the 2025 ELA Florida Assessment of Student Thinking, 53% of our black students were not proficient and 52% of our black students did not record a learning gain as defined by the state of Florida. In Math, 47% 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
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 ELA will increase from 47% in 2025 to 75% in 2026 as defined by the state of Florida Assessment of Student Thinking.

The percentage of Black/African American students making learning gains in ELA will increase from

48% in 2025 to 75% in 2026 as defined by the state of Florida Assessment of Student Thinking.

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

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, Istation indicators of Progress, Module Assessments, and other formative assessments for ELA to problem-solve and drive instruction.

Person responsible for monitoring outcome
Casey Maker

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:
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:

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
Goal Setting, Mentoring, and Data Tracking.

Person Monitoring: **By When/Frequency:**
Casey Maker   August 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Implement regular mentoring, tutoring, and 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.

IV. Positive Learning Environment

Area of Focus #1

Other: Attendance, Discipline, and Parent Involvement

Area of Focus Description and Rationale

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

The 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.

We will hold academic conferences with 90% of our students' families by May 2026.

We will increase attendance from 73% to 85% of students missing less than 10% of all school days.

We will reduce office disciplinary referrals by 40% from 102 referrals to 61 referrals during the 2025-26
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.

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:

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:
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(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
Parent Involvement Plan

Person Monitoring:	**By When/Frequency:**
Casey Maker	August 2025 / Monthly

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

Timely information about our Title 1 program and school improvement initiatives will be provided at our Annual Title 1 Meeting, on our website and in our first newsletter. Families are also made aware of the location of our Title 1 binder. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be explained at our pre-school open house in addition to grade-level newsletters. Parents will be invited to regular parent-teacher conferences as well as being provided with the opportunity to join our PTA and SAC. The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.

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)).

Our leadership team will put a plan in place to ensure that every teacher engages in a parent-teacher conference, quarterly, to share academic progress and build relationships. We will also leverage our Bi-lingual assistant to translate documents and support in communication during family events. In addition, throughout the year, we will plan for parent engagement events such as Math, Science, and Literacy nights, as well as a Star Gala (student-led conferences). These events allow us to leverage our families to provide support at home, once they are provided with accurate data and goals. We will help this process by providing resources for families to take home to engage in additional academic support. In addition, we plan to invite families in, bimonthly, for grade level breakfast events. This is a great opportunity for relationship building, not only between the staff and families, but also between the families themselves. Lastly, we will share tips and academic guidance on our website and in our monthly newsletter. The monthly newsletter will be available in Spanish and English in both electronic and hard copy format.

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)).

Professional development planning will incorporate the 7 elements of professional development: Content focused, incorporating adult learning theory, supports collaboration, uses models and modeling, provides coaching, opportunities for reflection, and is of sustained duration. The instructional leadership team will conduct targeted walkthroughs that have been communicated to instructional staff as a means to hunt for evidence of implementation and share positive and effective practice of skills - Highlighting skill transfer. Create artifacts and evidence of PD to reference in the PD room including anchor charts, posters, and notes/reflections.

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)).

ESOL:
Northwest Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent

possible.

IDEA (ESE):
Northwest Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.):
Northwest Elementary School will take advantage of any support provided by the district in regards professional learning.

Community Partners:
We have developed many partnerships and maintained previous connections. We have established a partnership with YReads, YMCA/JWB Promise time and other tutoring services. We have other partnerships with local law enforcement for safety training sessions, St. Pete Aquatics for swim lessons, and various community services for families in need of housing, clothing, and physicals. We also partner with local pre-K/childcare sites to support incoming Kindergartners.

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)).

N/A

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)).

N/A

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)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based **MTSS coach** is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative /

performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

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)).

Professional development planning will incorporate the 7 elements of professional development: Content focused, incorporating adult learning theory, supports collaboration, uses models and modeling, provides coaching, opportunities for reflection, and is of sustained duration. The instructional leadership team will conduct targeted walkthroughs that have been communicated to instructional staff as a means to hunt for evidence of implementation and share positive and effective practice of skills - Highlighting skill transfer. Create artifacts and evidence of PD to reference in the PD room including anchor charts, posters, and notes/reflections.

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)).

Title I funds continue to support the full day three-year old program at select elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

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

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

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

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. None of our ESSA subgroups recorded less than 40% learning gains. However, teams will continue to 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 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET

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