

Pinellas County Schools

NORTHWEST ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The 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

Hieu Nguyen

nguyenhi@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 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**

Sam 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- Primary

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 VE 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- Intermediate

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 are involved in creating the SIP 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 progress.

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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	92.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	38	53	58	66	52	71	0	0	0	338
Absent 10% or more school days	0	10	15	20	7	17	0	0	0	69
One or more suspensions	0	3	6	6	3	5	0	0	0	23
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	7	13	3	4	0	0	0	27
Level 1 on statewide Math assessment	0	1	5	10	3	7	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	3	0	0	0	0	0	3
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	2	0	0	0	0	6

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	8	13	4	9	0	0	0	36

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	39	51	56	56	66	74				342
Absent 10% or more school days		11	16	15	13	14				69
One or more suspensions			2	5	2	2				11
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				5	19	10				34
Level 1 on statewide Math assessment	1		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)		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)			3	1						4

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

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

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

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

The number of students retained:

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	69	68	62	72	64	59	54	61	57
Grade 3 ELA Achievement	69	70	61	74	67	59	54	63	58
ELA Learning Gains	71	65	63	74	62	60	55	64	60
ELA Lowest 25th Percentile	83	63	58	66	59	56	52	62	57
Math Achievement*	71	72	66	71	69	64	64	66	62
Math Learning Gains	66	69	64	73	67	63	60	68	62
Math Lowest 25th Percentile	50	56	50	68	56	51	46	58	52
Science Achievement	68	72	62	81	70	58	70	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						68%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						547
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	72%	58%	59%	56%	48%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	83%	No		
English Language Learners	74%	No		
Asian Students	60%	No		
Black/African American Students	58%	No		
Hispanic Students	76%	No		
Multiracial Students	66%	No		
White Students	76%	No		
Economically Disadvantaged Students	63%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	69%	69%	71%	83%	71%	66%	50%	68%					
Students With Disabilities	83%		90%		76%	85%		79%					
English Language Learners	74%		72%	80%	76%	72%		72%					
Asian Students	55%				64%								
Black/African American Students	53%	67%	64%	83%	47%	48%	45%	53%					
Hispanic Students	78%		77%		81%	72%		71%					
Multiracial Students	74%		71%		68%	50%							
White Students	74%	71%	71%	80%	81%	76%		77%					
Economically Disadvantaged Students	62%	67%	66%	74%	64%	59%	50%	59%					

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%		47%	57%							
Hispanic Students	79%	75%	76%	55%	74%	82%		77%					73%
Multiracial Students	79%		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%	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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	65%	68%	-3%	60%	5%
ELA	4	72%	66%	6%	60%	12%
ELA	5	63%	66%	-3%	61%	2%
Math	3	60%	71%	-11%	66%	-6%
Math	4	75%	72%	3%	65%	10%
Math	5	72%	69%	3%	62%	10%
Science	5	71%	70%	1%	60%	11%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that demonstrated the greatest improvement was our English Language Arts Lowest (L25) learning gains. Within this component, 83% of our L25 students achieved a learning gain. This success was supported through a strategic focus on identifying student needs and providing targeted instructional support. Key actions included implementing pop-up small-group instruction for identified students, providing supplemental and intensive interventions, and establishing student mentoring opportunities to monitor progress, encourage growth, and support individual student achievement.

Lowest Performance

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

The data component that demonstrated the lowest performance was our learning gains for Mathematics lowest quartile (L25). Within this component, 50% of our L25 students achieved a learning gain. Analysis of student data revealed several contributing factors, including inconsistent attendance and tardiness concerns that impacted instructional time and continuity of learning. Moving forward, we will continue to strengthen systems for monitoring student progress, providing targeted interventions, and addressing barriers to ensure all students have opportunities to demonstrate growth.

Greatest Decline

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

Similar to the lowest performance Similar to our lowest performing component, learning gains for the mathematics lowest quartile (L25) also represented the area with the greatest decline compared to the prior year. Analysis of student data identified similar contributing factors, including inconsistent attendance and tardiness concerns that impacted instructional time and opportunities for intervention. Moving forward, we will continue to prioritize targeted supports, progress monitoring, and strategies that maximize student engagement and growth. e

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.

Overall, school grade reporting components exceeded the state average, with the exception of Mathematics learning gains for the lowest quartile (L25). Within this component, 50% of L25 students demonstrated a learning gain. Analysis of student data identified several contributing factors, including inconsistent attendance, tardiness concerns, and loss of intervention instructional time. Moving forward, we will continue to strengthen systems that maximize instructional time, provide targeted interventions, and monitor student progress toward achieving learning gains.

EWS Areas of Concern

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

Analysis of early warning system data identified areas for continued monitoring and support. One area of concern is third grade, where more than 10 students have been identified with two or more early warning indicators. Additionally, attendance data indicates that 16 second-grade students have been absent for 10% or more of school days. These trends highlight the need for continued focus on attendance monitoring, early intervention systems, and targeted supports to improve student outcomes.

Highest Priorities

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

1. Mathematic L25 Learning Gains increasing to 75%
2. Science Achievement increasing to 75%
3. 3rd Grade ELA increasing to 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 2026 Florida Assessment of Student Thinking, over 30% 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 69% in 2026 to 75% in 2027 as measured by the 2027 PM3 Florida Assessment of Student Thinking.

The percentage of students proficient in Grade 3 English Language arts will increase from 69% in 2026 to 75% in 2027 as measured by the 2027 Grade 3 PM3 Florida Assessment of Student Thinking.

The percentage of students proficient in Grade 2 English Language arts will increase from 71% in 2026 to 80% in 2027 as measured by the 2027 PM3 Star Reading.

The percentage of students meeting learning gains at 12 points a month or more between PM1 and PM3 will increase from 62% to 75% as measured by the FAST assessment.

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:

Develop a student-centered literacy classroom that promotes critical thinking and deep understanding of texts and content by engaging students in purposeful questioning, collaborative discourse, and meaningful writing.

Rationale:

Students develop stronger comprehension and analytical skills when they actively engage with texts through discussion, questioning, and writing. These practices promote deeper understanding, increase student engagement, and strengthen students' ability to communicate their thinking using evidence from text.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implement differentiated small-group instruction that is responsive to student data and adjusted based on individual skills, needs, and learning progress.

Rationale:

Differentiated small-group instruction allows teachers to provide targeted support and enrichment based on students' specific strengths and needs. Research supports the use of flexible grouping and data-driven instruction to accelerate learning, close achievement gaps, and ensure all students receive appropriate levels of challenge and support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Implement strategies for intentional monitoring, formative assessment, and feedback protocols to monitor student learning and inform ELA instruction.

Rationale:

Frequent formative assessment and timely feedback provide teachers with actionable information about student understanding and progress. These practices enable educators to adjust instruction, address misconceptions, and provide targeted support, leading to improved student achievement and stronger learning outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Academic Discourse and Writing

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026 / Monthly

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

Provide professional learning during pre-planning and throughout the school year focused on purposeful questioning, academic discourse, and writing

Action Step #2

Small Group Instruction

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026 / Monthly

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

Utilize Professional Learning Communities (PLCs) to analyze formative assessment data, share effective monitoring and feedback practices, and plan targeted small-group instruction based on student needs.

Action Step #3

Collaborative Planning

Person Monitoring:

Hieu Nguyen

By When/Frequency:

August 2026 / Monthly

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

Facilitate collaborative planning between classroom teachers and blended support teachers to align ELA instruction, plan for student engagement, and develop pop-up support plans.

Action Step #4

Strategy Walks

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026 / Monthly

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

Conduct regular strategy walks focused on the ELA evidence-based strategies to reinforce implementation, provide positive feedback, and inform ongoing coaching and professional learning.

Action Step #5

VPK PLCS

Person Monitoring:

Hieu Nguyen

By When/Frequency:

August 2026/ Monthly

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

PLCs designed to target the areas of classroom instructional domains and quality feedback.

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 2026 Florida Assessment of Student Thinking, 29% of students tested in grades 3-5 were not proficient in mathematics. Additionally, only half of students identified in the lowest quartile recorded a learning gain on the 2026 FAST Mathematics assessment.

Measurable Outcome

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

The percentage of students proficient in mathematics will increase from 71% to 75% as measured by the 2027 PM3 Florida Assessment of Student Thinking.

Math L25 learning gains will increase from 50% to 75% as measured by the 2027 PM3 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:

Develop a student-centered mathematics classroom that promotes critical thinking and deep conceptual understanding by engaging students in purposeful questioning, collaborative discourse, and writing.

Rationale:

Student-centered mathematics instruction increases opportunities for students to actively engage in mathematical thinking, reasoning, and problem-solving. Purposeful questioning, collaborative discourse, and writing allow students to explain their thinking, justify solutions, address misconceptions, and develop a deeper conceptual understanding of mathematical concepts. These instructional practices support student ownership of learning and strengthen the ability to apply mathematical knowledge in new and complex situations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Plan and implement mathematics lessons aligned to the Florida Mathematics Thinking and Reasoning Standards using the Pinellas Problem Solving Routine, Number Sense Making Routines, and other student-centered instructional practices.

Rationale:

Aligning mathematics instruction to the Florida Mathematics Thinking and Reasoning Standards ensures students develop the skills needed to think critically, problem-solve, and apply mathematical concepts. The use of instructional routines such as the Pinellas Problem Solving Routine and Number Sense Making Routines provides consistent opportunities for students to engage in reasoning, collaboration, and sense-making. These student-centered practices promote deeper conceptual understanding and support students in becoming confident and independent mathematical thinkers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Implement strategies for intentional monitoring, formative assessment and feedback protocols to monitor student learning and inform mathematics instruction.

Rationale:

Intentional monitoring, formative assessment, and feedback practices provide teachers with timely information about student understanding and progress toward mastery of mathematical concepts. These strategies allow educators to identify misconceptions, adjust instruction, and provide targeted support based on student needs. Consistent feedback cycles promote student reflection, strengthen mathematical reasoning, and support continued growth and achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Academic Discourse

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026 / Monthly

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

Provide professional learning during pre-planning and throughout the school year focused on purposeful questioning, mathematical discourse, and mathematical writing.

Action Step #2

Targeted and Differentiated Instruction

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026 / Monthly

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

Utilize Professional Learning Communities (PLCs) to analyze formative assessment data, share effective monitoring and feedback practices, and plan targeted mathematics instruction based on student needs.

Action Step #3

Collaborative Planning

Person Monitoring:

Hieu Nguyen

By When/Frequency:

August 2026 / Monthly

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

Facilitate collaborative planning between classroom teachers and blended support teachers to align mathematics instruction, incorporate MTRs, embed instructional routines, and plan for targeted supports.

Action Step #4

Strategy Walks

Person Monitoring:

Casey Maker

By When/Frequency:

August / 2026

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

Conduct regular strategy walks focused on the mathematics evidence-based strategies to reinforce implementation, provide positive feedback, and inform ongoing coaching and professional learning.

Action Step #5

L25 Problem-Solving Systems

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

Casey Maker

August 2026 / Monthly

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

Utilize PLCs and recurring Student Success Team meetings to analyze L25 mathematics data, plan targeted interventions and scaffolds, and implement supplemental supports to address student needs and eliminate barriers to learning.

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 2026 state assessment data, 32% 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 68% in 2026 to 75% in 2027 as measured by the 2027 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:

Develop a student-centered science classroom that promotes critical thinking and deep

understanding of scientific concepts through purposeful questioning, scientific discourse, inquiry-based learning, and evidence-based writing.

Rationale:

Student-centered science instruction engages students in actively investigating scientific phenomena, asking questions, analyzing evidence, and constructing explanations based on scientific reasoning. Purposeful questioning, scientific discourse, inquiry-based learning, and evidence-based writing promote deeper conceptual understanding by requiring students to think critically, communicate their ideas, and justify conclusions using evidence. These research-based instructional practices foster scientific literacy and prepare students to apply scientific thinking to real-world problems.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implement science instructional routines, including the 3-I Daily Instructional Routine (Ignite, Investigate, Inform), to promote student engagement, scientific reasoning, and deep understanding of scientific concepts through evidence-based learning experiences.

Rationale:

Consistent use of science instructional routines provides students with a structured approach to exploring scientific concepts through inquiry, investigation, and evidence-based reasoning. The 3-I Daily Instructional Routine (Ignite, Investigate, Inform) engages students in meaningful learning experiences that promote curiosity, scientific thinking, and conceptual understanding. These routines encourage students to ask questions, analyze evidence, communicate findings, and apply scientific knowledge to explain real-world phenomena.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Implement strategies for intentional monitoring, formative assessment, and feedback protocols to assess student understanding and inform science instruction.

Rationale:

Intentional monitoring, formative assessment, and timely feedback provide teachers with ongoing evidence of student understanding throughout the learning process. These practices enable educators to identify misconceptions, adjust instruction, and provide targeted support based on student needs. Consistent feedback and data-informed instructional decisions strengthen scientific reasoning, deepen conceptual understanding, and improve student achievement in science.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Academic Discourse

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026 / Monthly

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

Provide professional learning during pre-planning and throughout the school year focused on purposeful questioning, academic discourse, and science journaling.

Action Step #2

Targeted and Differentiated Instruction

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026 / Monthly

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

Utilize Professional Learning Communities (PLCs) to analyze formative assessment data, share effective monitoring and feedback practices, and plan targeted review and reteach lessons.

Action Step #3

Collaborative Planning

Person Monitoring:

Hieu Nguyen

By When/Frequency:

August 2026 / Monthly

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

Facilitate collaborative planning between classroom teachers and blended support teachers to incorporate the three 3-I instructional routine and prepare for deeper understanding of science content.

Action Step #4

Strategy Walks

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026 / Monthly

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

Conduct regular strategy walks focused on the science evidence-based strategies to reinforce implementation, provide positive feedback, and inform ongoing coaching and professional learning.

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 2026 ELA Florida Assessment of Student Thinking, 49% of our black students were not proficient and 37% of our black students did not record a learning gain as defined by the state of Florida. In Math, 46% 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 overall proficient in ELA will increase from 51% to 75% in 2027 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 63% to 75% in 2027 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 Black/African American students will be monitored through a collaborative approach involving the School-Based Leadership Team, MTSS Team, teachers, and additional support systems. Teams will utilize ongoing FAST PM data, AMIRA/Istation Indicators of Progress, module assessments, and other formative assessments in ELA to identify student needs, monitor progress, and drive targeted instruction. Classroom walkthroughs conducted by school leaders will focus on student engagement, instructional equity, and the implementation of culturally responsive practices. Monthly data meetings will include a review of subgroup performance trends, intervention effectiveness, and progress toward closing achievement gaps for Black/African American students. Data findings will be used to guide instructional adjustments, strengthen supports, and ensure equitable access to high-quality instruction and interventions that promote academic growth.

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:

Recognize and celebrate student growth through goal setting, progress monitoring, and academic achievement incentives to increase motivation, reinforce the use of high-yield learning strategies, and promote student ownership of learning. This intervention will encourage students to actively engage in their academic goals, persist through challenges, and demonstrate continuous growth toward

grade-level proficiency.

Rationale:

Providing targeted opportunities for Black/African American students to set academic goals, monitor progress, and celebrate achievement is an essential strategy for increasing engagement, motivation, and academic proficiency. By recognizing student growth and progress through incentives and meaningful celebrations, students develop greater ownership of their learning and are encouraged to persist toward mastery of grade-level standards. This approach reinforces high expectations, builds confidence, and strengthens students' connection to their academic success. Partnering with families to celebrate accomplishments and support goal attainment fosters a culture of achievement, belonging, and shared responsibility. These efforts will support increased proficiency, accelerate academic growth, and contribute to closing achievement gaps for Black/African American students.

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

Data PLCs to drive instructional equity

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026/Ongoing

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

Student performance data for Black/African American subgroups will be regularly disaggregated and reviewed during monthly PLC meetings to identify achievement trends, develop targeted action plans, adjust instruction, and provide additional supports based on student needs. The impact of interventions will be monitored through classroom walkthroughs, intervention fidelity checks, and Tier 2/Tier 3 progress monitoring data to ensure effective implementation, accelerate academic growth, and increase proficiency.

Action Step #2

Professional Development

Person Monitoring:

Casey Maker

By When/Frequency:

August 2026/ Ongoing

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

To increase student engagement and achievement, we will cultivate a supportive classroom culture where curiosity, growth, and risk-taking are valued. Teachers will implement culturally responsive practices, meaningful learning experiences, academic discourse, AVID strategies, Restorative Practices, and the 6M's to support student connection and ownership of learning. Impact will be monitored through walkthroughs, classroom observations, and data analysis to ensure instructional practices increase engagement and academic outcomes.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

The Northwest school community implements a comprehensive PBIS framework that is communicated to all stakeholders and explicitly taught, modeled, and reinforced throughout the school year to cultivate a positive school culture and climate. All stakeholders share responsibility for creating a safe, supportive, and inclusive learning environment through consistent expectations, proactive strategies, and meaningful relationships. Strengthening PBIS practices will enhance the consistency and effectiveness of behavioral supports and interventions while promoting positive classroom and campus environments that support student success. Through visible leadership, strong school-home partnerships, and intentional support for students with early warning indicators, the Northwest community will increase student engagement, maximize instructional time, reduce office referrals and suspensions, and promote the academic, social-emotional, and behavioral success of all students.

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 number of office discipline referrals and behavior infractions will decrease by 10% from the 2025–2026 baseline of 241 referrals and 143 infractions to the 2026–2027 school year.

Monitoring

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

This area of focus will be monitored by the SBLT during monthly behavior meetings through the review of behavioral data and the implementation of targeted interventions and supports. The team will provide ongoing feedback to teachers regarding behavior trends, intervention effectiveness, and next steps to ensure consistent implementation of PBIS practices. Through continuous monitoring and data-driven decision-making, these efforts will strengthen the learning environment, increase student engagement, reduce behavioral disruptions, and ultimately improve student achievement.

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:

The MTSS framework and PBIS will be applied to consistently and systematically utilize appropriate behavior interventions and supports.

Rationale:

The problem-solving process used to implement the MTSS framework ensures that the behavioral needs of all scholars are identified and addressed through appropriate, data-driven supports. This process also ensures that interventions and resources are effectively aligned to meet individual student needs and are implemented with fidelity.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Monthly SBLT behavior meetings will focus on implementing the problem-solving process within the MTSS framework to monitor student behavior, evaluate the effectiveness of interventions, and provide targeted supports for scholars not meeting Tier 1 behavioral expectations. The team will use data to adjust interventions as needed and provide ongoing feedback to ensure student success.

Rationale:

Positive learning environments strengthen student relationships and foster a supportive setting where students feel connected, engaged, and motivated to succeed, leading to improved student experience and academic achievement.

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

Monitoring PBIS Walkthroughs and Feedback

Person Monitoring:

Hieu Nguyen

By When/Frequency:

August 2026- Ongoing

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

The effectiveness of PBIS implementation will be monitored through classroom walkthroughs aligned to school initiatives and identified areas of concern. Walkthroughs will consist of fidelity checks, behavior data analysis, and ongoing staff feedback. Administration will review office discipline referrals, classroom behavior trends, and instructional time data to assess progress toward strengthening all tiers of behavior supports. Walkthrough findings will be discussed during leadership and PLC meetings to identify areas of success, address areas for improvement, and provide targeted coaching and professional development. Progress monitoring throughout the year will ensure

consistent implementation, alignment to school goals, accountability, and continuous improvement of PBIS practices.

Action Step #2

Professional Development- Mandt Training (Relational and Crisis Strategies)

Person Monitoring:

Hieu Nguyen

By When/Frequency:

August 2026- Ongoing

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

Professional learning targeting relationship-building, PBIS, and evidence-based behavior practices will be provided to strengthen Tier 1 behavioral supports and improve schoolwide outcomes. Staff will participate in ongoing training and coaching to build their capacity to establish positive relationships, implement consistent behavioral expectations, and utilize proactive behavior strategies with fidelity. Implementation will be monitored through classroom walkthroughs, behavior data reviews, and collaborative problem-solving during leadership and PLC meetings. Strengthening Tier 1 practices will promote positive learning environments where students feel connected, engaged, and supported, resulting in reduced behavioral disruptions, increased instructional time, an improved school culture and climate, and enhanced academic and behavioral outcomes for all students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://northwest-es.pcsb.org/>

Timely information about our Title I program and school improvement initiatives will be provided at our Annual Title I Meeting, on our school website, and in our first newsletter. Families will also be informed of the location of our Title I binder. A description and explanation of the school curriculum, forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet will be shared during our pre-school Open House and through grade-level newsletters. Families will be invited to participate in regular parent-teacher conferences and will be provided opportunities to engage with the school community through participation in the Parent Teacher Association (PTA) and School Advisory Council (SAC). The School Improvement Plan (SIP) will be shared and discussed at all SAC meetings. Stakeholders, including students, families, and school staff, will have opportunities to review the plan's progress, discuss revisions, and provide input and feedback. Notable progress, updates, or changes to the SIP will be communicated during SAC meetings to ensure transparency and promote 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)).

<https://northwest-es.pcsb.org/>

Our leadership team will implement a plan to ensure that every teacher engages in quarterly parent-teacher conferences to share academic progress, discuss student goals, and strengthen relationships with families. We will also leverage our bilingual assistant to translate documents and support communication during family engagement events. Throughout the year, we will provide opportunities for family involvement through events such as Math Night, Science Night, Literacy Night, and our Star Gala (student-led conferences). These events allow us to partner with families by sharing student data, identifying goals, and providing resources to support learning at home. In addition, we will invite families to participate in bimonthly grade-level breakfast events designed to build relationships between staff and families, as well as strengthen connections among families within our school community. Academic resources, strategies, and guidance will also be shared through our school website and monthly newsletter, which will be available in both English and Spanish through electronic and hard copy formats.

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 seven elements of effective professional learning: content-focused instruction, adult learning theory, collaboration, models and modeling, coaching support, opportunities for reflection, and sustained implementation over time. The instructional leadership team will conduct targeted walkthroughs aligned to professional learning goals to identify evidence of implementation, highlight skill transfer, and share positive and effective instructional practices. Artifacts and evidence of professional learning, including anchor charts, posters, notes, and reflections, will be created and displayed in the professional development room to reinforce ongoing learning and support continuous growth.

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)).

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.

Northwest Elementary School will collaborate with families and the ESE team through ongoing meetings to discuss policies, procedures, student progress, and the individual learning needs of students receiving ESE services. These collaborative efforts will ensure appropriate supports and expectations are established to promote student success.

Northwest Elementary School will utilize available district resources and professional learning opportunities to support instructional staff in building capacity, strengthening instructional practices, and improving student outcomes.

Northwest Elementary School will continue to strengthen existing partnerships while developing new connections to support students and families. Partnerships include YReads, YMCA/JWB Promise Time, and additional tutoring services to provide academic support for students. We also collaborate with local law enforcement agencies to support safety initiatives, St. Pete Aquatics to provide swim lessons, and various community organizations to assist families with needs such as housing, clothing, and physicals. Additionally, we partner with local pre-K and childcare providers to support incoming kindergarten students and ensure a successful transition to elementary school.

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 seven elements of effective professional learning: content-focused instruction, adult learning theory, collaboration, models and modeling, coaching support, opportunities for reflection, and sustained duration. The instructional leadership team will conduct targeted walkthroughs that have been communicated to instructional staff as a means to identify evidence of implementation, highlight skill transfer, and share positive and effective instructional practices. Artifacts and evidence of professional learning, including anchor charts, posters, notes, and reflections, will be created and displayed in the professional development room to reinforce key strategies and support ongoing implementation.

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 schools, allowing the district to provide continuity of services for two full years in early childhood prior to students entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. The program supports a smooth transition between preschool and kindergarten for both students and families by helping them become familiar with school personnel, the learning environment, expectations, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Our school-based leadership team, along with the School Advisory Council (SAC), reviews school funding allocations and various data sources to prioritize resources based on identified needs. Progress toward school improvement goals is analyzed and monitored regularly through the MTSS framework. Through this problem-solving process, allocated resources are continuously reviewed and adjusted to support ongoing improvement and the evolving 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 gaps in academic proficiency and growth. Resources utilized to address these needs include the instructional leadership team, MTSS instructional coach, MTSS team, scheduled blended classroom supports, and extended learning opportunities. While none of our ESSA subgroups recorded less than 40% learning gains, teams will continue to meet regularly to problem-solve, monitor student progress, and implement school improvement action steps. Blended classroom supports have been scheduled, communicated with staff, and will continue throughout the school year. Extended learning programming will begin during the first week of September and will provide targeted support for identified students within these subgroups.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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