Inwood Elementary School

2015-16 School Improvement Plan

Inwood Elementary School

2200 AVENUE G NW, Winter Haven, FL 33880

http://schools.polk-fl.net/inwood

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	82%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	74%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	D

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Inwood Elementary is to develop students to become self sufficient productive members of society. Whether the path of college or career is selected, we want to provide positive tax paying contributing members to our world.

Provide the school's vision statement

Inwood Elementary's school vision is to create a learning environment where students are recognized as individuals that feel respected and valued so they can be successful academically, socially, and emotionally.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Inwood Elementary will use a variety of techniques to learn about our students' cultures and build relationships between teachers and students. We will use data collected from interest and belief surveys, to make informed decisions to build relationships. Academic parent events, community events, and Homework Help Nights will help build trusting relationships between the school and the student, as well as between the school and home.
In addition, all of the staff at Inwood Elementary will participate in school-wide professional development based on the book, Understanding the Frameworks of Poverty, by Ruby Payne, and the book, Do You Know Me Well Enought To Teach Me, by Stephen Peters.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Inwood Elementary uses professional learning communities to work together to develop techniques and strategies that create safe and respectful learning communities before, during, and after school. Inwood Elementary is a school where all students are provide a healthy breakfast and lunch. Before school, students are welcomed into the school and have a central meeting location where staff members are there to monitor and assist to ensure the environment is safe and the students' needs are being met. After school, all staff members work together to ensure the safety of the students as they exit the campus.
Inwood Elementary is a Positive Behavior Support School. Our school-wide expectations are for students to:
Be Respectful
Be Responsible
Be Ready
These expectations are taught, modeled, and reinforced school-wide by all staff members. Administration models and reinforces these expectation by recognizing students and teachers for be respectful, responsible, and ready.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Inwood Elementary is a Positive Behavior Support School. Our school-wide expectations are for students to:

Be Respectful

Be Responsible

Be Ready

Staff members have been provided professional development on the Positive Behavior Suppor System and the School-wide Discipline Policies and Procedures Protocol.

The MTSS team meets monthly to discuss tier 2 and tier 3 behaviors and develop interventions to ensure successful, engaging learning environments where ALL students succeed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Inwood Elementary has a full time guidance counselor and a part time school psychologist. A check-in/check-out program is used within the school to provide identified students with a school based mentor. Through the monthly MTSS meetings, students who are identified with specialized needs will be addressed individually and recommended for school-based and district-based programs that are available to meet their needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

A report generated by the Early Warning System is generated and sent to the school at the first of every month. Monthly meetings held by the MTSS team, as well as the PBS team meet to discuss the Early Warning Report and Discipline Reports to identify high risk students. Each month the MTSS team with all grade levels to discuss student academic progress and discipline indicators. Progress monitoring data is collected and reviewed monthly so that intevention plans can be developed or modified and identified by the data.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	13	9	11	10	10	68
One or more suspensions	8	15	6	14	11	21	75
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	0	0	22
Math FCAT 2.0	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	1	3	1	9	17

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

A report generated by the Early Warning System is generated and sent to the school at the first of every month. On the second Tuesday of each month, the MTSS Team meets with all grade levels and discusses the information generated in the report, information from teachers, and RtI Progress monitoring. RtIB is also discussed and behavior goals are discussed and set. Data is collected and student progress is recorded and discussed. New plans are created if necessary.
The district assigned Social Worker meets each week the Assistant Principal, Guidance Counselor, and Terminal Operator to discuss students identified by the early warning systems and attendance reports generated in Genesis. Intervention plans are create and meetings with parents are held.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/56127.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Inwood Elementary is actively seeking to establish business partners in the community. At this time, the business partners involved are members of the School Advisory Council. In addition to the TItle I Parent Involvement Plan, Inwood Elementary has a community involvement plan that includes one nightly community event a month, one homework help night (all community members welcome) each month, and one community involvement academic nightly event a month. The purpose of the events is the create a partnership with the school and the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
BRUNO, POLLY	Principal
Neidringhaus, Laura	Assistant Principal
Floyd, Sharon	Teacher, K-12
Sanders, Hope	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

This team will meet at a minimum of at least once a month to problem-solve using school wide academic and behavioral data. The focus will be on evaluating effectiveness of programs, grade levels, and determining what is working within the school setting.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part A
Title 1, Part A, funds school-wide services to Inwood Elementary. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school programs, supplemental instructional materials, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
Title I, Part C- Migrant
Migrant students enrolled in Inwood Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide, or coordinate, supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating serviced necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D
Title I, Part D, provides Transition Facilitators to assist students with transition from the Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II
Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Inwood Elementary are used to purchase resources for parent communication and involvement
Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title X- Homeless
The Hearth program funded through Title X provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through title I, Part C.
Supplemental Academic Instruction (SAI)
NA
Violence Prevention Programs
Inwood Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang

awareness, gun awareness, etc.
Nutrition Programs
Inwood Elementary is not a location for a summer feeding program for the community.
Housing Programs
Students with housing needs are referred to the Homeless Student Advocate.
Adult Education
N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carl True	Parent
Polly Bruno	Principal
Venise Stinfil	Teacher
Krysta Owen	Business/Community
Bernard Wells	Education Support Employee
Bridget Matos	Parent
Shirley Corrvorubios	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC reviewed data from statewide testing, discipling reports, and early warning indicators to evaluate and make suggestions for revisions to the plan for the 2014-2015 year.

Development of this school improvement plan

Throughout the 2013 - 2014 academic year, the SAC reviewed the 2013-2014 SIP and made suggestions for improvements. These suggestions were used to guide the goals, barriers, resources, and strategies for the 2014-2015 SIP.

Preparation of the school's annual budget and plan

Thoughout the year, the SAC reviews budget reports, Title I Reports, SIP, academic reports, and discipline data to make decisions regarding revisions to the SIP and the budget. Allocation of funds such as school recognition and lottery funds were decided upon and voted on the SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds from Title I will be used for professional development, school improvement planning, curriculum development, and parent involvement.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
BRUNO, POLLY	Principal
Neidringhaus, Laura	Assistant Principal
Floyd, Sharon	Teacher, K-12
Webb, Rachel	Psychologist

Duties

Describe how the LLT promotes literacy within the school

1. Lesson Study using the coaching model.
2. Uses data from a variety of assessments to make informed curriculum decisions.
3. Utilize Differentiated Instruction techniques.
4. Evidenced Based Textual Reading Responses.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers at all grade levels will have 2 days a week so they participate in professional learning communities (PLC) and collaborative planning. Teacher will collaboratively plan on Tuesdays with the school reading and math coaches. Thursday will be Administrative PLC with grade levels, topics discussed from previous weeks observations.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Inwood Elementary recruits highly qualified teachers by hiring district approved personnel. Highly qualified teachers are retained through the dedication of the leadership team to provide support

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Highly effective teachers will be paired with new teachers, or teachers with identified needs. Instructional coaches and administration will also serve as mentors. A new club of "Rookie Roundtable" will be developed for new teachers and new teachers to Inwood. In this bi-monthly meeting, teachers will discuss current issues and concerns based on teacher feedback. The first month's topics have been predetermined: Classroom Management and How to actively engage your students.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Inwood Elementary, Florida Standards and learning maps are used to drive planning, data from assessments, student work samples and observations are used to drive instruction. Teachers at each grade level will participate in collaborative planning using the Florida Standards. In addition, professional development is being provided to all teachers on understanding the expectation of the new standards.

Teachers will collect data on benchmark assessments, student work samples and observations to ensure students are mastering all grade level standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Inwood Elementary, administration holds data chats with teachers and students. During collaborative planning sessions, data is used to make curriculum decisions and differentiate instruction. While assessing data, we look into the different types of learning strategies teachers can utilize to increase mastery on standards. In addition to collaborative planning sessions, data is collected for monthly MTSS meetings. The MTSS Team meets with all teachers during individual grade level meetings to discuss diagnostic data, progress monitoring data, and classroom data to make curriculum decision and develop intervention plans.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 360

> We have decided to utilize professional development to strengthen our core instruction. We have 10 new teachers and 7 of them are in foundational grade levels, 3 new teachers to 5th grade.
>
> ### Strategy Rationale
>
> The rationale for this strategy is to provide teachers with an increased knowledge of their subject standards and their understanding of the best instructional strategies.
>
> ### Strategy Purpose(s)
>
> - Teacher collaboration, planning and professional development
>
> ### Person(s) responsible for monitoring implementation of the strategy
> BRUNO, POLLY, polly.bruno@polk-fl.net
>
> ### Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy
>
> FAIR data, District Writing Benchmark Assessment data, and on-going progress monitoring data will used to determine the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Inwood Elementary, we currently have one Title I Pre-Kindergarten Program. We do not have have a Head start program. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Parents of our Pre-K students are invited to participate in parent workshops and activities provided by the school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   In order to increase student achievement and mastery of standards, we will plan, monitor, and coach our teachers.

G2.   At Inwood Elementary, we will strive to create a create a culture of high expectations so standards based instruction will lead to an increase in ELA and Math proficiency in 2016-2015.

G3.   Teachers will use data to make informed instructional decision to differentiate instruction based on student's academic needs.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. In order to increase student achievement and mastery of standards, we will plan, monitor, and coach our teachers. 1a

🔍 G073848

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Resources Available to Support the Goal 2

- 1. Monitor MTSS bimonthly with meetings of student updates

- 2. Year-long professional development using the book understanding a Framework of Poverty by Ruby Payne. and the book Do You Know Me Well Enough to Teach Me by Stephen Peters.

- 3. School Psychologist

- 4. Region IV DA Team

- 5. Literature/article to increase staff awareness of the effects of poverty on student achievement

Targeted Barriers to Achieving the Goal 3

- 1. Students entering the current school year below grade level expectations

- 4. Teachers may lack current understanding of best instructional strategies to use to meet the needs of the students

Plan to Monitor Progress Toward G1. 8

Early Warning System Reports
Attendance Reports
Tardy Reports
Early Check-Out Reports
Discipline Reports
Student Achievement Reports - i.e.; FAIR Data; IMPROVE Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.

Person Responsible

Laura Neidringhaus

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Reduced staff and student absences Reduced tardies Reduced early check outs Increase in student achievement as evidenced on - FAIR Data; IMPROVE Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.

G2. At Inwood Elementary, we will strive to create a create a culture of high expectations so standards based instruction will lead to an increase in ELA and Math proficiency in 2016-2015. 1a

G073849

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Resources Available to Support the Goal 2

- Novels stemmed with higher order thinking questions.

- Media Specialist to provide high quality text for students

Targeted Barriers to Achieving the Goal 3

- Time management for teachers

- Student opportunities to engage with high-quality text outside of the reading block.

Plan to Monitor Progress Toward G2. 8

On-growing progress monitoring tools such as FAIR, IMPROVE Assessment data, benchmark progress monitoring data, along with teacher created on-going progress monitoring will be used to evaluate student progress. In addition, student literacy journals will be used to assess the increasing complexity of student responses supported with textual evidence.

Person Responsible

Laura Neidringhaus

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Student literacy journal responses that cite clear text evidence to support responses; increase in student achievement on weekly Reading Wonders Assessment; and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, IMPROVE Assessment data, benchmark progress monitoring data, New Florida AIR Assessment.

G3. Teachers will use data to make informed instructional decision to differentiate instruction based on student's academic needs. 1a

G073850

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	53.0
AMO Math - All Students	52.0

Resources Available to Support the Goal 2

- IDEAS - District Supported Data Collection Website

- School Accountability Reports

- On-Going Progress Monitoring Data

- MTSS Problem Solving Team

- School Leadership Team

Targeted Barriers to Achieving the Goal 3

- Teachers do not know how to use data to differentiate instruction.

Plan to Monitor Progress Toward G3. 8

Reading Assessment Item Analysis Forms
Grade Level Meeting Notes
Data chat Recording Forms
Student benchmark progress monitoring results

Person Responsible
Laura Neidringhaus

Schedule
Biweekly, from 9/19/2014 to 6/1/2015

Evidence of Completion
Increased student achievement as measured with on-going progress monitoring assessments such as FAIR, IMPROVE Assessment data, benchmark progress monitoring assessments; Weekly / Bi-Weekly Reading Assessments, and the Spring, 2015 Florida AIR Assessment,

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. In order to increase student achievement and mastery of standards, we will plan, monitor, and coach our teachers. 1

🔑 G073848

G1.B1 1. Students entering the current school year below grade level expectations 2

🔑 B192884

G1.B1.S1 Administration, the guidance counselor, and the terminal operator will work together to review the Early Warning Report, and monitor other attendance, school tardies, and early check-out reports. The team will work with teachers, the district assigned social worker to work closely with families to identify problems and develop solutions for attendance issues, therefore increasing student learning and time on task to increase student achievement. 4

🔑 S204378

Strategy Rationale

Students need to arrive to school on time and stay for the entire academic day. An increase in student attendance will improve the overall student academic achievement.

Action Step 1 5

We will provide pre-planning opportunities through utilization of Wiki 's and lesson plan questionnaire.

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Wiki post and completed lesson plan questionnaire.

Action Step 2 `5`

Administration, Instructional Coaches, and teachers will participate in weekly collaborative planning.

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Completed lesson plans.

Action Step 3 `5`

Administration will monitor implementation of lesson plans daily.

Person Responsible

POLLY BRUNO

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walkthrough "Look For" Form, Journey Observations, Reading Coach's Log, and District Weekly Monitoring Plan

Action Step 4 `5`

Administration and the Leadership team will provide coaching to increase the level of proficiency for teachers identified during the planning and monitoring cycle.

Person Responsible

POLLY BRUNO

Schedule

Evidence of Completion

Lesson Plan Questionnaire, teacher request, lesson plans, Walkthrough "Look For" Form, Journey Observation, and Reading Coach's Log.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will review and monitor attendance plans for students identified in the Early Warning Systems Reports, attendance data, tardy reports, and early check-out reports.

Person Responsible

Laura Neidringhaus

Schedule

Weekly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Evidence of completion will be measured by a reduction in absenteeism, tardies, and early check-out. Evidence of completion will also be measured by an increase in student achievement for students identified with attendance issues.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Early Warning System Report
Attendance Reports
Report on Tardies
Early Check Out Reports

Person Responsible

Laura Neidringhas

Schedule

Weekly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Reduced absenteeism Reduced tardies Reduced early check outs Increase in student achievement as evidenced on - FAIR Data; IMPROVE Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.

G1.B4 4. Teachers may lack current understanding of best instructional strategies to use to meet the needs of the students 2

🔑 B192887

G1.B4.S1 Staff will participant in year-long diversity training using various books such as Understanding a Framework for Poverty by Ruby Payne, and Do You Know Me Well Enough to Teach Me by Stephen Peters to increase their awareness of need for consistency with staff attendance and the effect teacher absenteeism has on student achievement. 4

🔑 S204381

Strategy Rationale

Staff members need to understand how important consistency is for the students at Inwood Elementary.

Action Step 1 5

Administration will monitor and report the loss of instructional time.

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Increased student achievement on on-going progress monitoring assessments including, but not limited to, FAIR Data; IMPROVE Assessment data; On-going Progress Monitoring Data including, but not limited to, benchmark progress monitoring data.

Action Step 2 5

Administration will celebrate staff attendance.

Person Responsible

POLLY BRUNO

Schedule

Monthly, from 1/9/2015 to 6/5/2015

Evidence of Completion

Decrease in the number of staff absences.

Action Step 3 5

Teachers will participate in a year long professional development to better understand the affects of poverty on student learning to lead to an understanding of the need for consistency and structure at the school level.

Person Responsible

Laura Neidringhaus

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Staff attendance

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Increase in instructional time delivered consistently by highly-qualified teachers; Increased student achievement on on-going progress monitoring assessments including, but not limited to, FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Increased staff attendance positive effect on student achievement

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Increase in student achievement as evidenced by on-going progress monitoring data including, FAIR Data; IMPROVE; District Benchmark Assessment Data; On-going Progress Monitoring Data.

G2. At Inwood Elementary, we will strive to create a create a culture of high expectations so standards based instruction will lead to an increase in ELA and Math proficiency in 2016-2015. `1`

🔑 G073849

G2.B1 Time management for teachers `2`

🔑 B192889

G2.B1.S1 Teachers will incorporate responding to text within the ELA block and the additional 60 minute reading block. `4`

🔑 S204382

Strategy Rationale

Writing to respond text will provide students the opportunity to expand their thinking and develop skills to justify and/or defend their thinking by using text to support their thinking.

Action Step 1 `5`

Incorporate time in the 120 minute reading block for students to read and respond, in writing, to higher-order thinking questions using text to justify their responses.

Person Responsible

Laura Neidringhas

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly collaborative planning sessions and review of lesson plans, observations during walk-throughs, and student work samples.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Student responses will be reviewed, as well as progress monitoring data.

Person Responsible

Laura Neidringhaus

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Increasing complexity of student responses based on textual evidence will be used as evidence of completion. Increase in student achievement as measured by; FAIR Reading Assessment and IMPROVE Assessment data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Student literacy journals and Reading Wonders Assessment

Person Responsible

Laura Neidringhas

Schedule

Biweekly, from 9/2/2014 to 7/1/2015

Evidence of Completion

Assistant principal will conduct data chats with students. During the data chats, student strengths and weaknesses will be identified. In addition, teacher implementation of strategies will be monitored.

G2.B1.S2 Teachers, in collaborative planning teams, will create rigorous learning center for both the ELA block and the Math block based on Florida Standard and reflect high expectations for student learning. 4

Strategy Rationale

Teachers will work with coach and administration to develop rigorous lesson plans that incorporate high-yield strategies that differentiate instruction used for the learning centers during math and reading.

Action Step 1 5

Teachers, in collaborative planning teams, will create rigorous learning center for both the ELA block and the Math block based on Florida Standard and reflect high expectations for student learning.

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 9/15/2014 to 5/19/2015

Evidence of Completion

Student Achievement Reports - i.e.; FAIR Data; IMPROVE Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will monitor collaborative planning sessions to ensure questions are high-order thinking, contain grade appropriate rigor, and require students to support their responses with textual evidence.

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson plans Student responses to higher-order thinking questions Student written responses citing text based evidence to support responses Increase in student achievement as measured by state, district, and school-based assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administration will conduct daily walkthroughs and data chats with students reviewing literacy journals.

Person Responsible

Schedule

Evidence of Completion

Increased student achievement on on-going progress monitoring assessments such as FAIR, Discovery, and teacher created on-going progress monitoring assessments. In addition, administration will be looking for increased complexity in student responses using textual evidence to support / justify responses.

G2.B1.S3 Lesson study and the coaching model will be used to assist teachers with developing and implementing lesson with high-yield instructional strategies. `4`

S204384

Strategy Rationale

Reflecting on lesson implementation will provide teachers with opportunities to strengthen instruction practices.

Action Step 1 `5`

Teachers will participate with administration an alternating biweekly coaching cycle to develop and implement lessons using high-yield instructional strategies.

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 9/17/2014 to 5/28/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Implementation of lesson plans developed during coaching cycle / collaborative planning PLCs

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Increase in student achievement as measured by the FAIR assessment; Reading Wonders assessments, and teacher created on-going assessments; Florida Standards (AIR) Assessment; and FCAT 2.0 Science Assessment.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Coaching cycle implementation

Increase in student achievement as measured by the FAIR assessment; Discovery Science and Math; Reading Wonders assessments, and teacher created on-going assessments.

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Increase in student achievement as measured by the FAIR assessment; Reading Wonders assessments, and teacher created on-going assessments; Florida Standards (AIR) Assessment; and FCAT 2.0 Science Assessment.

G2.B2 Student opportunities to engage with high-quality text outside of the reading block. 2

B192890

G2.B2.S1 Employ a full time media specialist to provide students increased opportunities to engage in high-quality text outside of the regular classroom. 4

S204385

Strategy Rationale

Students need opportunities to explore high interest text for pleasure reading and have opporunties to research a variety of topics.

Action Step 1 5

Use Title I funds to pay 1/2 of the media specialist salary and have the media center open full time to give students increased access to high quality text outside of the regular classroom.

Person Responsible

Laura Neidringhaus

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increase in student achievement as measured by the FAIR assessment; Accelerated Reader scores, STAR assessment scores, Discovery Science and Math; Reading Wonders assessments, and teacher created on-going assessments, and FCAT 2.0 2014 Reading, Writing, Math, and Science.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor media specialist schedule / lesson plans.
Monitor Accelerated Reader Reports
Monitor STAR Assessment Data

Person Responsible

Laura Neidringhaus

Schedule

Monthly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Increase in Accelerated Reader Scores Increase in STAR Assessment Scores Increase in the quality of student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Reading Wonders Weekly Assessments; STAR Assessments; and AR Assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Accelerated Reader Scores
STAR Assessment Scores
Student Response Journals

Person Responsible

Laura Neidringhaus

Schedule

Monthly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Increase in Accelerated Reader Scores Increase in STAR Assessment Scores Increase in the quality of student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Reading Wonders Weekly Assessments; STAR Assessments; and AR Assessments

G3. Teachers will use data to make informed instructional decision to differentiate instruction based on student's academic needs. 1

🔑 G073850

G3.B1 Teachers do not know how to use data to differentiate instruction. 2

🔑 B192891

G3.B1.S1 Administration, the school-based leadership team, and the MTSS Problem Solving Team will work with teachers to interpret data and make informed instructional decision based on data. 4

🔑 S204386

Strategy Rationale

A better understanding of the data, and support from the problem solving team will provide teachers with the tools to meet the needs of student with identified learning/behavior needs.

Action Step 1 5

Teachers, with administrative support, will collect and review on-going progress monitoring data to modify instruction to meet individual student need.

Benchmark progress monitoring data will be used to individualize teacher differentiated reteaching opportunities for bell ringers.

Item analysis on Weekly / Bi-Weekly Reading Assessments - data serves as individualized teacher differentiated reteaching opportunities.

Grade Level Meeting Notes will be turned into Assistant Principal noting what data was reviewed and data based decisions.

Person Responsible

Laura Neidringhaus

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

On-going progress monitoring assessments.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Teachers, with administrative support, will collect and review on-going progress monitoring data to modify instruction to meet individual student need.

Person Responsible

Rachel Webb

Schedule

Monthly, from 9/9/2014 to 5/12/2015

Evidence of Completion

Monthly MTSS Meeting Notes On-Going Progress Monitoring Graphs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Daily walk-throughs
Daily Data Chats
Review of lesson plans
Progress monitoring assessment data
Discipline data

Person Responsible

Laura Neidringhaus

Schedule

Daily, from 9/9/2014 to 5/12/2015

Evidence of Completion

Increased student achievement as evidenced with on-going progress monitoring assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	We will provide pre-planning opportunities through utilization of Wiki 's and lesson plan questionnaire.	BRUNO, POLLY	8/17/2015	Wiki post and completed lesson plan questionnaire.	6/3/2016 weekly
G1.B4.S1.A1	Administration will monitor and report the loss of instructional time.	BRUNO, POLLY	9/2/2014	Increased student achievement on on-going progress monitoring assessments including, but not limited to, FAIR Data; IMPROVE Assessment data; On-going Progress Monitoring Data including, but not limited to, benchmark progress monitoring data.	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Incorporate time in the 120 minute reading block for students to read and respond, in writing, to higher-order thinking questions using text to justify their responses.	Neidringhas, Laura	8/18/2014	Weekly collaborative planning sessions and review of lesson plans, observations during walk-throughs, and student work samples.	6/4/2015 weekly
G2.B1.S2.A1	Teachers, in collaborative planning teams, will create rigorous learning center for both the ELA block and the Math block based on Florida Standard and reflect high expectations for student learning.	BRUNO, POLLY	9/15/2014	Student Achievement Reports - i.e.; FAIR Data; IMPROVE Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.	5/19/2015 weekly
G2.B1.S3.A1	Teachers will participate with administration an alternating biweekly coaching cycle to develop and implement lessons using high-yield instructional strategies.	BRUNO, POLLY	9/17/2014	Lesson Plans	5/28/2015 biweekly
G2.B2.S1.A1	Use Title I funds to pay 1/2 of the media specialist salary and have the media center open full time to give students increased access to high quality text outside of the regular classroom.	Neidringhaus, Laura	8/18/2014	Increase in student achievement as measured by the FAIR assessment; Accelerated Reader scores, STAR assessment scores, Discovery Science and Math; Reading Wonders assessments, and teacher created on-going assessments, and FCAT 2.0 2014 Reading, Writing, Math, and Science.	6/4/2015 monthly
G3.B1.S1.A1	Teachers, with administrative support, will collect and review on-going progress monitoring data to modify instruction to meet individual student need. Benchmark progress monitoring data will be used to individualize teacher differentiated reteaching opportunities for bell ringers. Item analysis on Weekly / Bi-Weekly Reading Assessments - data serves as individualized teacher differentiated reteaching opportunities. Grade Level Meeting Notes will be turned into Assistant Principal noting what data was reviewed and data based decisions.	Neidringhaus, Laura	9/8/2014	On-going progress monitoring assessments.	5/29/2015 weekly
G1.B1.S1.A2	Administration, Instructional Coaches, and teachers will participate in weekly collaborative planning.	BRUNO, POLLY	8/17/2015	Completed lesson plans.	6/3/2016 weekly
G1.B4.S1.A2	Administration will celebrate staff attendance.	BRUNO, POLLY	1/9/2015	Decrease in the number of staff absences.	6/5/2015 monthly
G1.B1.S1.A3	Administration will monitor implementation of lesson plans daily.	BRUNO, POLLY	8/24/2015	Walkthrough "Look For" Form, Journey Observations, Reading Coach's Log, and District Weekly Monitoring Plan	6/3/2016 daily
G1.B4.S1.A3	Teachers will participate in a year long professional development to better understand the affects of poverty on student learning to lead to an understanding of the need for consistency and structure at the school level.	Neidringhaus, Laura	10/1/2014		6/3/2015 monthly
G1.B1.S1.A4	Administration and the Leadership team will provide coaching to increase the level of proficiency for teachers identified during the planning and monitoring cycle.	BRUNO, POLLY	Lesson Plan Questionnaire, teacher request, lesson plans, Walkthrough "Look For" Form, Journey	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Observation, and Reading Coach's Log.		
G1.MA1	Early Warning System Reports Attendance Reports Tardy Reports Early Check-Out Reports Discipline Reports Student Achievement Reports - i.e.; FAIR Data; IMPROVE Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.	Neidringhaus, Laura	8/18/2014	Reduced staff and student absences Reduced tardies Reduced early check outs Increase in student achievement as evidenced on - FAIR Data; IMPROVE Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.	6/4/2015 weekly
G1.B1.S1.MA1	Early Warning System Report Attendance Reports Report on Tardies Early Check Out Reports	Neidringhas, Laura	9/3/2014	Reduced absenteeism Reduced tardies Reduced early check outs Increase in student achievement as evidenced on - FAIR Data; IMPROVE Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.	6/3/2015 weekly
G1.B1.S1.MA1	Administration will review and monitor attendance plans for students identified in the Early Warning Systems Reports, attendance data, tardy reports, and early check-out reports.	Neidringhaus, Laura	9/4/2014	Evidence of completion will be measured by a reduction in absenteeism, tardies, and early check-out. Evidence of completion will also be measured by an increase in student achievement for students identified with attendance issues.	6/3/2015 weekly
G1.B4.S1.MA1	Increased staff attendance positive effect on student achievement	BRUNO, POLLY	9/5/2014	Increase in student achievement as evidenced by on-going progress monitoring data including, FAIR Data; IMPROVE; District Benchmark Assessment Data; On-going Progress Monitoring Data.	5/29/2015 biweekly
G1.B4.S1.MA1	Staff attendance	BRUNO, POLLY	9/5/2014	Increase in instructional time delivered consistently by highly-qualified teachers; Increased student achievement on on-going progress monitoring assessments including, but not limited to, FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data.	5/29/2015 biweekly
G2.MA1	On-growing progress monitoring tools such as FAIR, IMPROVE Assessment data, benchmark progress monitoring data, along with teacher created on-going progress monitoring will be used to evaluate student progress. In addition, student literacy journals will be used to assess the increasing complexity of student responses supported with textual evidence.	Neidringhaus, Laura	9/8/2014	Student literacy journal responses that cite clear text evidence to support responses; increase in student achievement on weekly Reading Wonders Assessment; and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, IMPROVE Assessment data, benchmark progress monitoring data, New Florida AIR Assessment.	5/22/2015 weekly
G2.B1.S1.MA1	Student literacy journals and Reading Wonders Assessment	Neidringhas, Laura	9/2/2014	Assistant principal will conduct data chats with students. During the data chats, student strengths and weaknesses will be identified. In addition, teacher implementation of strategies will be monitored.	7/1/2015 biweekly
G2.B1.S1.MA1	Student responses will be reviewed, as well as progress monitoring data.	Neidringhaus, Laura	9/15/2014	Increasing complexity of student responses based on textual evidence	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				will be used as evidence of completion. Increase in student achievement as measured by; FAIR Reading Assessment and IMPROVE Assessment data.	
G2.B2.S1.MA1	Accelerated Reader Scores STAR Assessment Scores Student Response Journals	Neidringhaus, Laura	9/5/2014	Increase in Accelerated Reader Scores Increase in STAR Assessment Scores Increase in the quality of student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Reading Wonders Weekly Assessments; STAR Assessments; and AR Assessments	6/4/2015 monthly
G2.B2.S1.MA1	Monitor media specialist schedule / lesson plans. Monitor Accelerated Reader Reports Monitor STAR Assessment Data	Neidringhaus, Laura	9/5/2014	Increase in Accelerated Reader Scores Increase in STAR Assessment Scores Increase in the quality of student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Reading Wonders Weekly Assessments; STAR Assessments; and AR Assessments	6/4/2015 monthly
G2.B1.S2.MA1	Administration will conduct daily walkthroughs and data chats with students reviewing literacy journals.		Increased student achievement on on-going progress monitoring assessments such as FAIR, Discovery, and teacher created on-going progress monitoring assessments. In addition, administration will be looking for increased complexity in student responses using textual evidence to support / justify responses.	once	
G2.B1.S2.MA1	Administration will monitor collaborative planning sessions to ensure questions are high-order thinking, contain grade appropriate rigor, and require students to support their responses with textual evidence.	BRUNO, POLLY	9/2/2014	Lesson plans Student responses to higher-order thinking questions Student written responses citing text based evidence to support responses Increase in student achievement as measured by state, district, and school-based assessments	5/29/2015 weekly
G2.B1.S3.MA1	Coaching cycle implementation Increase in student achievement as measured by the FAIR assessment; Discovery Science and Math; Reading Wonders assessments, and teacher created on-going assessments.	BRUNO, POLLY	9/3/2014	Increase in student achievement as measured by the FAIR assessment; Reading Wonders assessments, and teacher created on-going assessments; Florida Standards (AIR)	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Assessment; and FCAT 2.0 Science Assessment.	
G2.B1.S3.MA1	Implementation of lesson plans developed during coaching cycle / collaborative planning PLCs	BRUNO, POLLY	10/1/2014	Increase in student achievement as measured by the FAIR assessment; Reading Wonders assessments, and teacher created on-going assessments; Florida Standards (AIR) Assessment; and FCAT 2.0 Science Assessment.	6/3/2015 biweekly
G3.MA1	Reading Assessment Item Analysis Forms Grade Level Meeting Notes Data chat Recording Forms Student benchmark progress monitoring results	Neidringhaus, Laura	9/19/2014	Increased student achievement as measured with on-going progress monitoring assessments such as FAIR, IMPROVE Assessment data, benchmark progress monitoring assessments; Weekly / Bi-Weekly Reading Assessments, and the Spring, 2015 Florida AIR Assessment,	6/1/2015 biweekly
G3.B1.S1.MA1	Daily walk-throughs Daily Data Chats Review of lesson plans Progress monitoring assessment data Discipline data	Neidringhaus, Laura	9/9/2014	Increased student achievement as evidenced with on-going progress monitoring assessments.	5/12/2015 daily
G3.B1.S1.MA1	Teachers, with administrative support, will collect and review on-going progress monitoring data to modify instruction to meet individual student need.	Webb, Rachel	9/9/2014	Monthly MTSS Meeting Notes On-Going Progress Monitoring Graphs	5/12/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. In order to increase student achievement and mastery of standards, we will plan, monitor, and coach our teachers.

G1.B4 4. Teachers may lack current understanding of best instructional strategies to use to meet the needs of the students

G1.B4.S1 Staff will participant in year-long diversity training using various books such as Understanding a Framework for Poverty by Ruby Payne, and Do You Know Me Well Enough to Teach Me by Stephen Peters to increase their awareness of need for consistency with staff attendance and the effect teacher absenteeism has on student achievement.

PD Opportunity 1

Teachers will participate in a year long professional development to better understand the affects of poverty on student learning to lead to an understanding of the need for consistency and structure at the school level.

Facilitator

Laura Neidringhaus

Participants

Staff

Schedule

Monthly, from 10/1/2014 to 6/3/2015

G2. At Inwood Elementary, we will strive to create a create a culture of high expectations so standards based instruction will lead to an increase in ELA and Math proficiency in 2016-2015.

G2.B1 Time management for teachers

G2.B1.S1 Teachers will incorporate responding to text within the ELA block and the additional 60 minute reading block.

PD Opportunity 1

Incorporate time in the 120 minute reading block for students to read and respond, in writing, to higher-order thinking questions using text to justify their responses.

Facilitator

Administration

Participants

Classroom teacher

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G2.B1.S3 Lesson study and the coaching model will be used to assist teachers with developing and implementing lesson with high-yield instructional strategies.

PD Opportunity 1

Teachers will participate with administration an alternating biweekly coaching cycle to develop and implement lessons using high-yield instructional strategies.

Facilitator

Administration

Participants

Teachers

Schedule

Biweekly, from 9/17/2014 to 5/28/2015

G2.B2 Student opportunities to engage with high-quality text outside of the reading block.

G2.B2.S1 Employ a full time media specialist to provide students increased opportunities to engage in high-quality text outside of the regular classroom.

PD Opportunity 1

Use Title I funds to pay 1/2 of the media specialist salary and have the media center open full time to give students increased access to high quality text outside of the regular classroom.

Facilitator

Media Specialist - How to Use Accelerated Reader; How to Use STAR Assessment Scores to make data driven instructional decisions.

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G3. Teachers will use data to make informed instructional decision to differentiate instruction based on student's academic needs.

G3.B1 Teachers do not know how to use data to differentiate instruction.

G3.B1.S1 Administration, the school-based leadership team, and the MTSS Problem Solving Team will work with teachers to interpret data and make informed instructional decision based on data.

PD Opportunity 1

Teachers, with administrative support, will collect and review on-going progress monitoring data to modify instruction to meet individual student need. Benchmark progress monitoring data will be used to individualize teacher differentiated reteaching opportunities for bell ringers. Item analysis on Weekly / Bi-Weekly Reading Assessments - data serves as individualized teacher differentiated reteaching opportunities. Grade Level Meeting Notes will be turned into Assistant Principal noting what data was reviewed and data based decisions.

Facilitator

Laura Neidringhaus

Participants

All Teachers

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	We will provide pre-planning opportunities through utilization of Wiki 's and lesson plan questionnaire.	$0.00
2	G1.B1.S1.A2	Administration, Instructional Coaches, and teachers will participate in weekly collaborative planning.	$0.00
3	G1.B1.S1.A3	Administration will monitor implementation of lesson plans daily.	$0.00
4	G1.B1.S1.A4	Administration and the Leadership team will provide coaching to increase the level of proficiency for teachers identified during the planning and monitoring cycle.	$0.00
5	G1.B4.S1.A1	Administration will monitor and report the loss of instructional time.	$0.00
6	G1.B4.S1.A2	Administration will celebrate staff attendance.	$0.00
7	G1.B4.S1.A3	Teachers will participate in a year long professional development to better understand the affects of poverty on student learning to lead to an understanding of the need for consistency and structure at the school level.	$0.00
8	G2.B1.S1.A1	Incorporate time in the 120 minute reading block for students to read and respond, in writing, to higher-order thinking questions using text to justify their responses.	$0.00
9	G2.B1.S2.A1	Teachers, in collaborative planning teams, will create rigorous learning center for both the ELA block and the Math block based on Florida Standard and reflect high expectations for student learning.	$0.00
10	G2.B1.S3.A1	Teachers will participate with administration an alternating biweekly coaching cycle to develop and implement lessons using high-yield instructional strategies.	$0.00
11	G2.B2.S1.A1	Use Title I funds to pay 1/2 of the media specialist salary and have the media center open full time to give students increased access to high quality text outside of the regular classroom.	$35,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$35,000.00

12	G3.B1.S1.A1	Teachers, with administrative support, will collect and review on-going progress monitoring data to modify instruction to meet individual student need. Benchmark progress monitoring data will be used to individualize teacher differentiated reteaching opportunities for bell ringers. Item analysis on Weekly / Bi-Weekly Reading Assessments - data serves as individualized teacher differentiated reteaching opportunities. Grade Level Meeting Notes will be turned into Assistant Principal noting what data was reviewed and data based decisions.	$0.00

Budget Data

	Total:	$35,000.00