Inwood Elementary School

2018-19 Schoolwide Improvement Plan

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Inwood Elementary School

2200 AVENUE G NW, Winter Haven, FL 33880

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	D*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Inwood Elementary is to ensure that school is a safe and caring environment. And within that environment, create conditions that will empower students to work and reach for their fullest potential that they may be prepared to be successful in their communities locally and globally.

Provide the school's vision statement.

Inwood Elementary's school vision is to create a learning environment that will equip students to take ownership of their learning. As a faculty and staff, we will work together to rigorously engage and challenge students to be critical thinkers and learners for future success.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Camp, Donna	Principal
Neidringhaus, Laura	Assistant Principal
Sanders, Hope	Instructional Coach
Williams, Kasmeyne	Teacher, ESE
Hoecker, Mary	School Counselor
Rodriguez, Yelitza	Teacher, K-12
Layton, Marilyn	Other

Duties

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

The goal of the leadership team is to meet weekly to discuss, plan and reflect on best ways to support academics, behavior and attendance. The team will review and analyze data to help guide daily instruction.
All members of the team will serve as a coach to new staff, as well as to returning staff as needed, to support academic learning for all students..

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	14	14	20	18	14	0	0	0	0	0	0	0	94
One or more suspensions	7	2	5	10	5	4	0	0	0	0	0	0	0	33
Course failure in ELA or Math	15	23	15	34	36	21	0	0	0	0	0	0	0	144
Level 1 on statewide assessment	0	0	0	18	24	18	0	0	0	0	0	0	0	60

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	55	49	59	69	48	0	0	0	0	0	0	0	283

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	2	8	0	0	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected
Tuesday 7/17/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	10	9	11	8	9	0	0	0	0	0	0	0	58
One or more suspensions	7	8	8	10	6	19	0	0	0	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	3	31	0	0	0	0	0	0	0	47
Math FCAT 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	3	5	5	11	0	0	0	0	0	0	0	28

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	10	9	11	8	9	0	0	0	0	0	0	0	58
One or more suspensions	7	8	8	10	6	19	0	0	0	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	3	31	0	0	0	0	0	0	0	47
Math FCAT 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	3	5	5	11	0	0	0	0	0	0	0	28

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The Science component performed the lowest at 32%, followed by Math bottom quartile at 33%. No, not the trend although close to previous years.

Which data component showed the greatest decline from prior year?

Math learning gains showed the greatest decline from last year from 65% to 39%.

Which data component had the biggest gap when compared to the state average?

Math proficiency had the biggest gap when compare to the state by 22%

Which data component showed the most improvement? Is this a trend?

ELA learning gains is on a continued steady movement towards improvement with minimal points lost.

Describe the actions or changes that led to the improvement in this area.

A stronger focus on student needs based on data has helped to maintain in ELA learning gains.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	38%	50%	56%	30%	48%	52%
ELA Learning Gains	55%	51%	55%	41%	49%	52%
ELA Lowest 25th Percentile	55%	45%	48%	48%	42%	46%
Math Achievement	40%	58%	62%	32%	54%	58%
Math Learning Gains	38%	56%	59%	30%	52%	58%
Math Lowest 25th Percentile	33%	44%	47%	24%	41%	46%
Science Achievement	32%	53%	55%	30%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14 (11)	14 (10)	14 (9)	20 (11)	18 (8)	14 (9)	94 (58)
One or more suspensions	7 (7)	2 (8)	5 (8)	10 (10)	5 (6)	4 (19)	33 (58)
Course failure in ELA or Math	15 (0)	23 (0)	15 (0)	34 (0)	36 (0)	21 (0)	144 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (13)	24 (3)	18 (31)	60 (47)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	51%	-23%	57%	-29%
	2017	40%	53%	-13%	58%	-18%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	32%	48%	-16%	56%	-24%
	2017	33%	51%	-18%	56%	-23%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				
05	2018	49%	50%	-1%	55%	-6%
	2017	40%	44%	-4%	53%	-13%
Same Grade Comparison		9%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	56%	-17%	62%	-23%
	2017	46%	58%	-12%	62%	-16%
Same Grade Comparison		-7%				
Cohort Comparison						

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
04	2018	36%	57%	-21%	62%	-26%	
	2017	47%	60%	-13%	64%	-17%	
Same Grade Comparison		-11%					
Cohort Comparison		-10%					
05	2018	36%	56%	-20%	61%	-25%	
	2017	46%	47%	-1%	57%	-11%	
Same Grade Comparison		-10%					
Cohort Comparison		-11%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	34%	51%	-17%	55%	-21%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	50	64	27	32						
ELL	13	47	80	37	44	45					
BLK	35	56	67	35	32	33	20				
HSP	52	65		48	54		33				
WHT	35	46		49	36						
FRL	38	53	46	41	39	29	36				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	64		39	73						
ELL	42	48		57	71						
BLK	30	50	50	47	69	67	27				
HSP	43	58		57	70		36				
WHT	51	52		58	59		68				
FRL	37	52	64	53	67	48	42				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:	

Activity #1	
Title	When looking at the data from the Spring 2018 Florida Standards Assessment, we see a decline in all areas of mathematics. Our area of focus will be to target all data components for improvement in Math.
Rationale	Proficiency in 5 of the 7 data components was less than 50%. All 3 Math components dropped by 10 or more points. The increase in the number of level 2 students.
Intended Outcome	As we target the core instruction, the aim is to reduce the number of students performing below grade level proficiency while increasing the number making learning gains.
Point Person	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)
Action Step	
Description	Professional development on aligning targets and tasks Formal assessments Integrated writing Daily math fluency tasks The implementation of What's My Place and What's my Value supported with continued Professional Development. Support from classroom Paras during small group and/or Remediation/Acceleration Block.
Person Responsible	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Through Collaborative Planning, monitoring lesson plans, and classroom walk-throughs with a focus on the student task.
Person Responsible	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

Activity #2	
Title	To ensure highly effective classroom instruction for all students, it is necessary to reduce the number of students, we must address our core instruction and decrease the number of Tier 2 students.
Rationale	Greater than 30% of incoming students for the 2018-2019 school year will begin the year in either a Tier 2 or Tier 3 targeted intervention group. Of those students, greater than 30% have been in Tier 2 or Tier 3 Intervention group for more than one year. The high percentage supports the need to evaluate the overall core instruction.
Intended Outcome	The intended outcome is to improve the overall core instruction. This will result in increasing all student academic achievement and reducing the number of students needing tiered services.
Point Person	Donna Camp (donna.camp@polk-fl.net)
Action Step	
Description	Target Core Instruction through planning, instructional strategies. and increased students engagement. Implement student centered learning environments with increased student academic responsibility. Paras will also be apart of classroom support. Align intervention materials to identified needs and monitor small groups with fidelity with the use of reliable on-going progress monitoring assessment
Person Responsible	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored during monthly MTSS Problem Solving Team meetings. The problem solving team will analyze the data and identify / discuss trends in the data.
Person Responsible	Mary Hoecker (mary.hoecker@polk-fl.net)

Activity #3	
Title	Tardy students are missing critical classroom instruction and falling behind academically, so our plan is to focus on reducing the number of student tardies.
Rationale	Greater than 50% of students attending school for the 2017-2018 school year had greater than 3 tardies. Classroom instruction begins when the bell rings, so these students were missing critical instruction.
Intended Outcome	To decrease the number of students arriving late to school.
Point Person	Donna Camp (donna.camp@polk-fl.net)
Action Step	
Description	We will use Early Warning Systems data to track attendance / tardy data with greater fidelity. In addition, we will use a class incentive program of rewarding students for being on time to school. We will have use school wide incentives to encourage students, parents, and teachers to have a greater focus on attendance / tardy concerns.
Person Responsible	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)
Plan to Monitor Effectiveness	
Description	We will review expectations as part of the monthly Problem Solving Meetings. In the data room, attendance / tardy data will be displayed and used as part of the data chats. In addition, daily attendance reports posted in FOCUS will be used to track trends, and address concerns in a more timely way.
Person Responsible	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

Activity #4	
Title	Teacher retention is critical to sustainable school improvement. We will focus on increasing our teacher retention rates to ensure we are fully staffed with highly effective teachers.
Rationale	For the past four years, the school has not been fully staffed with certified teachers on the first day of school.
Intended Outcome	To build and maintain certified staff.
Point Person	Donna Camp (donna.camp@polk-fl.net)

Action Step	
Description	We will work to create a shared vision and mission that will provide the foundation to build a collaborative culture that's positive, respectful and trusting to maintain staff.

Teachers will be supported through collaborative partnerships with teacher leaders, coaches, and administrators. In addition, all staff will be recognized and presented meanful incentives and public positive praise. |
| **Person Responsible** | Donna Camp (donna.camp@polk-fl.net) |

Plan to Monitor Effectiveness	
Description	Administration will monitor the effectiveness during classroom visits, and by joining planning coaching feedback sessions.

Administration will also review data points, such as staff attendance to identify trends to be used to mskr adjustments as necessary to ensure a healthy school climate for all. |
| **Person Responsible** | Donna Camp (donna.camp@polk-fl.net) |

Activity #5	
Title	Strong foundational reading skills are critical to student academic success. To ensure students are prepared for secondary grades, we will focus on creating a Balanced Literacy program in grades K - 2.
Rationale	When looking at the data for grades K-2 we see a decline in students being on grade level as they progress from K - 2. Another trend identified was greater 25% of the students in grades K-2 had failing grades for one or more grading periods.

Intended Outcome	To build foundational skills for effective progression towards successful comprehension strategies. Shift the classroom environment from a being all teacher centered to more student centered with students taking on more responsibility for their learning.
Point Person	Donna Camp (donna.camp@polk-fl.net)

Action Step	
Description	We will address the alignment of standards based instruction to the task students are expected to complete as evidence of learning. Monitoring the formative assessments being used to check for understanding will allow for the identification of learning gaps during the learning unit so they can be addressed immediately and keep students on the learning path. Critical foundational skills will be the focus of a learning environment that will transition from a teacher directed environment to a more student centered environment. Reading and writing will be integrated across the curriculum providing students with opportunities to write multiple times throughout the school day and apply the foundational skills they are learning. Classroom support by Paras during small groups and/or Remediation/Acceleration Block.
Person Responsible	Hope Sanders (hope.sanders@polk-fl.net)

Plan to Monitor Effectiveness	
Description	We will monitor the effectiveness through Collaborative Planning, coaching and feedback, monitoring lesson plans, and classroom walk-throughs with a focus on the student task.
Person Responsible	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

Activity #6	
Title	Reading drives all learning. We will target all ELA data components for increased student academic success.
Rationale	On the Spring 2018 Florida Standards Assessment, ELA proficiency declined by 2% and learning gains only increased by 1%. There was also a 7% decline in the bottom quartile from 62% to 55%. In addition, 50% or more of tested population scored at Level 1 or Level 2. ELA bottom quartile.
Intended Outcome	As we target the core instruction, the aim is to reduce the number of students performing below grade level proficiency while increasing the number making learning gains.
Point Person	Donna Camp (donna.camp@polk-fl.net)

Action Step	
Description	The steps we will take to reach our intended outcome is to focus on precise alignment of the learning task to the target to meet the full intent of the standard. Data gathered from formative and summative assessments will be used to guide weekly instruction, and identify skills for small group, and intervention group instruction. The classroom Paras will also assist with small groups for extra support. Vocabulary instruction will be a focus to increase comprehension and fluency. We will also integrate writing in all subjects with students writing multiple times daily. Continued Professional Development and coaching opportunities will be provided for all teachers.
Person Responsible	Donna Camp (donna.camp@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Through Collaborative Planning, coaching and feedback, monitoring lesson plans, and classroom walk-throughs with a focus on the student task.
Person Responsible	Donna Camp (donna.camp@polk-fl.net)

Activity #7	
Title	To increase the percentage of students who demonstrate proficiency in Science as measured by the Next Generation Sunshine States Standards Science Assessment.
Rationale	When comparing the data from the Spring 2017 Next Generation Sunshine State Standards Science Assessment to the Spring 2018 assessment, there was decline of 14% in the percentage of students scoring Level 3 or higher. On the Spring 2017 assessment, 46% scored Level 3 or higher and on the Spring 2018 assessment, only 32% scored in the proficient range.
Intended Outcome	As we target the core instruction, the aim is to reduce the number of students performing below grade level. Develop student's conceptual understanding of Science.
Point Person	Amaris Ayala Hernaiz (amaris.ayalahernaiz@polk-fl.net)
Action Step	
Description	Planning for Instruction that is aligned to the full intent of the standards, with extensive opportunities for students to be engaged in hands-on task that provide opportunities of higher-order thinking, and more complex problem solving. Science concepts will be integrated into other content subjects for additional exposure and building of conceptual understanding, through reading, integrated writing, and real-life problem solving task.
Person Responsible	Donna Camp (donna.camp@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Monitoring for effectiveness will be through collaborative planning, coaching and feedback, monitoring lesson plans, and classroom walk-throughs with a focus on the student task.
Person Responsible	Donna Camp (donna.camp@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Title I Parent Involvement Plan has been filed with the state.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 checkin/ check-out program is used within the school to provide services of Tier 2 interventions to identified students with a school based mentor. Through 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. Meeting the emotional needs of the students is a mental health therapist that services students receiving mental health therapy services according to their IEP.

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 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.

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, providing supplemental instructional resources and interventions for students with academic achievement needs. It also supports after-school programs, technology usage, training for the staff, and resources for parents.

Administration, Donna Camp and Laura Neidringhaus oversee the use of funds.

The Math Interventionist will provide additional instructional support to small groups of students with academic needs using the previous year's data.

After-School support programs will be implemented and facilitated by administration, instructional coaches and staff members.

Parent Involvement - Laura Neidringhaus will oversee Parent Nights and Family Activities with staff support.

Title I, Part C- Migrant
Migrant students will be assisted by the school and by the District Migrant Education Program (MEP). MEP Teacher Advocates and Migrant Home-School Liaisons will support students and parents.

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. They will communicate with the Guidance Counselor.

Title II
Professional development resources are available to Title I schools through Title II funds. Funds are used to purchase resources for parents and staff.

Title III
Title III provides supplemental resources for English Language Learners (ELL) and professional learning

opportunities for school staff.

Title IX- Homeless
The Hearth program funded through Title X provides support for identified homeless students. Title I provides additional support for this program, and activities are implemented by the Hearth program.

Violence Prevention Programs
Inwood Elementary provides violence and drug prevention programs to promote a safe school environment. Examples include anti-bullying and gun awareness, etc.

Nutrition Programs
Inwood Elementary will be implementing the Community Eligibility Provision for 2018-2019 school year.

Housing Programs
Students with housing needs are referred to the Homeless Student Advocate.

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

Students will be afforded college and career awareness through visits by businesses and community partners, for example, the DARE Officer and community members who partner with The Teach-In initiative.

Part V: Budget

Total:	**$0.00**