

Polk County Public Schools

# Inwood Elementary School



2019-20 Schoolwide Improvement Plan

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# Inwood Elementary School

2200 AVENUE G NW, Winter Haven, FL 33880

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

## Demographics

**Principal: Donna Camp**

Start Date for this Principal: 7/22/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (37%) 2017-18: C (42%) 2016-17: C (52%) 2015-16: D (34%) 2014-15: D (32%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	YEAR 1
<b>Support Tier</b>	IMPLEMENTING
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

## School Board Approval

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## SIP Authority

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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	Job Duties and Responsibilities
Camp, Donna	Principal	
Neidringhaus, Laura	Assistant Principal	
Sanders, Hope	Instructional Coach	
Williams, Kasmeyne	Teacher, ESE	
Rodriguez, Yelitza	Teacher, K-12	
Layton, Marilyn	Other	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	60	63	75	55	83	0	0	0	0	0	0	0	399
Attendance below 90 percent	29	20	26	24	24	29	0	0	0	0	0	0	0	152
One or more suspensions	5	15	3	13	6	15	0	0	0	0	0	0	0	57
Course failure in ELA or Math	6	10	10	12	0	5	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	12	18	21	0	0	0	0	0	0	0	51

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	7	7	8	3	6	0	0	0	0	0	0	0	37

**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	4	2	0	11	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	4	1	3	0	0	0	0	0	0	0	8

**FTE units allocated to school (total number of teacher units)**

21

**Date this data was collected or last updated**

Monday 7/22/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	55	49	59	69	48	0	0	0	0	0	0	0	283

**Prior Year - 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	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 with two or more early warning indicators:**



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	55	49	59	69	48	0	0	0	0	0	0	0	283

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	51%	57%	40%	51%	55%
ELA Learning Gains	41%	51%	58%	54%	53%	57%
ELA Lowest 25th Percentile	44%	49%	53%	62%	50%	52%
Math Achievement	44%	57%	63%	53%	58%	61%
Math Learning Gains	40%	56%	62%	65%	57%	61%
Math Lowest 25th Percentile	23%	47%	51%	44%	49%	51%
Science Achievement	34%	47%	53%	46%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	63 (0)	60 (0)	63 (0)	75 (0)	55 (0)	83 (0)	399 (0)
Attendance below 90 percent	29 (14)	20 (14)	26 (14)	24 (20)	24 (18)	29 (14)	152 (94)
One or more suspensions	5 (7)	15 (2)	3 (5)	13 (10)	6 (5)	15 (4)	57 (33)
Course failure in ELA or Math	6 (15)	10 (23)	10 (15)	12 (34)	0 (36)	5 (21)	43 (144)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (18)	18 (24)	21 (18)	51 (60)

**Grade Level Data**  
 NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.  
 NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	52%	-14%	58%	-20%
	2018	28%	51%	-23%	57%	-29%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	29%	48%	-19%	58%	-29%
	2018	32%	48%	-16%	56%	-24%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-3%				
Cohort Comparison		1%				
05	2019	30%	47%	-17%	56%	-26%
	2018	49%	50%	-1%	55%	-6%
Same Grade Comparison		-19%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	56%	-1%	62%	-7%
	2018	39%	56%	-17%	62%	-23%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	37%	56%	-19%	64%	-27%
	2018	36%	57%	-21%	62%	-26%
Same Grade Comparison		1%				
Cohort Comparison		-2%				
05	2019	30%	51%	-21%	60%	-30%
	2018	36%	56%	-20%	61%	-25%
Same Grade Comparison		-6%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	45%	-13%	53%	-21%
	2018	34%	51%	-17%	55%	-21%
Same Grade Comparison		-2%				
Cohort Comparison						

**Subgroup Data**

2019 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 2017-18	C & C Accel 2017-18
SWD	25	33		31	38	33	36				
ELL	26	42	40	42	39	30	14				
BLK	33	45	58	42	48	31	22				
HSP	36	39		38	26		39				
WHT	50	37		60	45		64				
FRL	33	38	42	43	40	23	33				

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				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math B25 showed the lowest performance of 23%. A contributing factor to the low performance is a weakness in small group instruction. We see a trend of low performance over the past two to three years.

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

ELA Gains showed the greatest decline in performance of 41% compared to last year of 55% (14 point decrease). A factor that contributed to this decline is a weakness in core instruction in the areas of integration of knowledge and ideas and key ideas and details.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap is fifth grade math. The state average of Level 3 or above is 60% and our school only had 30% Level 3 or above. (30% gap). Factors that contributed to this gap are a weakness in core instruction and leveled small group instruction.

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

Math proficiency shows the most improvement from 40% to 44%. The action our school took was improved core instruction in grade 3.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is tardies and absenteeism for students and staff.. 21% of students attended school less than 90% and 15% of our staff were absent less than 90%.

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

1. Core Instruction ELA and Math
2. Differentiated Instruction - all student subgroups
3. Teacher Capacity (Pedagogy)
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Reading drives all learning. We will target all ELA data components for increased student academic success.
<b>Rationale</b>	Due to the decrease in all three ELA data components, core instruction must be strengthened. The data components that dropped were overall proficiency decreased 2%, learning gains decreased 14%, and bottom 25% had a decrease of 11%. In addition, the percentage of our ELL, SWD, Hispanic, and ED subgroups students scoring proficient was below the 41% cut as measured on our ESSA Federal Index.

<b>State the measurable outcome the school plans to achieve</b>	As we target the core instruction, the goal is to reduce the number of students performing below grade level proficiency while increasing the number of students making learning gains in the bottom 25% and subgroups that have performed below the 41% index while maintaining those that performed above.
<b>Person responsible for monitoring outcome</b>	Donna Camp (donna.camp@polk-fl.net)
<b>Evidence-based Strategy</b>	Using Learning Science International (LSI) strategies, we will have an increased focus on clear target task alignment and developing success criteria to increase focus on core instruction.
<b>Rationale for Evidence-based Strategy</b>	In order to ensure instruction is standards driven, teachers and students need a clear focus on the alignment of the target and task to the standard, and the evidence is needed to show mastery of the standard.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use Title I funds to provide supplies and substitute teachers to implement professional development on LSI evidence-based strategies.</li> <li>2. Monitor implementation of target task alignment and success criteria through classroom walkthroughs, evaluation of student work samples, and collaborative planning for reading and writing.</li> <li>3. Implement Ready Florida resources in small group and Power Hour instruction</li> <li>4. Build social studies classroom libraries to integrate more content area reading</li> <li>5. Provide support and feedback to teachers</li> <li>6. Schedule time for all students go to media center to check out Accelerator Reader books</li> <li>7. Schedule time with Americorp Volunteer to tutor third grade students</li> <li>8. The Literacy Coach will provide support to classroom teachers and use the coaching cycle to ensure instruction is standards driven and the learning target and task are aligned.</li> <li>9. Provide supplies such as ink and curriculum materials to support teachers and professional development needs.</li> <li>10. Provide instructional supplies to support the implementation of a balanced literacy program such as Ready Florida.</li> <li>11. Use Title I funds to provide extended learning for students identified as needing extra support outside of the regular school day by paying highly qualified teachers to implement a curriculum different than the one used in the regular school day.</li> <li>12. Provide instructional para educators a schedule to work under the guidance of the classroom teacher to work with small groups.</li> </ol>
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13. Provide additional monitoring and support for ESSA subgroups through extended learning and small group support in the classroom.

**Person Responsible** Donna Camp (donna.camp@polk-fl.net)

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<b>#2</b>	
<b>Title</b>	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.
<b>Rationale</b>	When analyzing STAR Early Literacy data for grades K-2, we only see slightly greater than 45% scoring in the transitional range for being ready for reading success at the next grade level. In order for students to be successful readers, we must increase the percentage of the students reading on grade level. In addition, the percentage of our ELL, SWD, Hispanic, and ED subgroups students scoring proficient was below the 41% cut as measured on our ESSA Federal Index.

<b>State the measurable outcome the school plans to achieve</b>	Increase the percentage of students scoring on grade level as measured by the STAR Early Literacy Assessment.
<b>Person responsible for monitoring outcome</b>	Donna Camp (donna.camp@polk-fl.net)
<b>Evidence-based Strategy</b>	We will implement the SMARTY ANTS program and Words Their Way as a supplement to our core instruction and small group instruction.
<b>Rationale for Evidence-based Strategy</b>	SMARTY ANTS and Words Their Way are research based programs that provides individualized student learning programs that assist with building foundational skills towards five components of a balanced literacy program to prepare students to be successful readers on grade level text.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use Para Educators to assist with small groups instruction</li> <li>2. Provide professional development on target task alignment and success criteria</li> <li>3. Increase the level of technology in the classroom to provide all students access to electronic devices and exposure to text through the use of computers, wireless presenters, and document cameras.</li> <li>4. Implement the SMARTY ANTS Program during core instruction and Power Hour</li> <li>5. Provide headphones for students to use to support the SMARTY ANTS Program.</li> <li>6. Monitor implementation of target task alignment and success criteria through classroom walkthroughs, evaluation of student work samples, and collaborative planning for reading and writing.</li> <li>7. Implement Words Their Way to whole group, small group, and Power Hour</li> <li>8. Schedule time with Americorp Volunteers to tutor students in grades K-2</li> <li>9. Provide a schedule for the literacy coach to work with teachers to support Power Hour and small group instruction in the ELA curriculum block.</li> <li>10. Provide additional monitoring and support for ESSA subgroups through small group support in the classroom.</li> </ol>
<b>Person Responsible</b>	Donna Camp (donna.camp@polk-fl.net)

<b>#3</b>	
<b>Title</b>	We will target all Mathematics data components for increased student academic success.
<b>Rationale</b>	Data from the Spring 2019 Florida Standards Assessment indicates a slight increase in mathematics proficiency, but a drop in learning gains in subgroups such as bottom 25%. Although there is a slight increase, in proficiency, the level is still below 50%.
<b>State the measurable outcome the school plans to achieve</b>	Increase the percentage of students scoring proficient to 50%, percentage of students make learning gains to 50%, and bottom 25% to 40%, as measured by the Florida Standards Mathematics Assessment.
<b>Person responsible for monitoring outcome</b>	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)
<b>Evidence-based Strategy</b>	Differentiate small group instruction to provide students with instructional level materials to assist with learning gaps. To assist with this strategy, we use Ready Florida for small group, In addition, we will provide professional development using bby What's My Place?What's My Value? and Shape Bait to to increase higher level thinking skills and problem solving.
<b>Rationale for Evidence-based Strategy</b>	When analyzing the data we found regressed in the percentage of overall learning gains by two percentage points and learning gains in our bottom 25% declined by 10%. In order to increase the percentage of learning gains, we will provide instructional level materials for small group instruction. To increase the percentage of proficiency, it is necessary to increase the opportunities for students to increase their level of thinking skills with research based curriculum materials.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use Title I funds to provide supplies and substitute teachers to implement professional development from a bby Consultant and LSI Consultant</li> <li>2. Monitor and provide feedback to teachers</li> <li>3. Schedule Para Educators to assist with small group instruction</li> <li>4. Use Ready Florida and bby materials</li> <li>5. Monitor target task alignment and success criteria</li> <li>6. Provide extended learning for students identified as needing extra support outside of the regular school day by paying highly qualified teachers to implement a curriculum different than the one used in the regular school day.</li> <li>7. Provide the Math Interventionist with a schedule to work with small groups of students as identified by FSA and STAR Mathematics Data.</li> <li>8. The Math Coach will provide support to classroom teachers and use the coaching cycle to ensure instruction is standards driven and the learning target and task are aligned.</li> <li>9. Provide supplies such as ink and curriculum materials to support teachers and professional development needs.</li> </ol>
<b>Person Responsible</b>	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

<b>#4</b>	
<b>Title</b>	To increase the percentage of students who demonstrate proficiency in Science as measured by the Florida Statewide Science Assessment.
<b>Rationale</b>	When comparing the data from the Spring 2019 Florida Statewide Science Assessment to the Spring 2018 assessment, there was a 1% increase. We must continue to improve our core instruction in order to increase the number of students scoring Level 3 or above.

<b>State the measurable outcome the school plans to achieve</b>	We will increase the level of students scoring Level 3 or above to at least 45% as measured by the Florida Statewide Science Assessment.
<b>Person responsible for monitoring outcome</b>	Donna Camp (donna.camp@polk-fl.net)
<b>Evidence-based Strategy</b>	Use hands-on learning to develop students conceptual understanding of science and the scientific process.
<b>Rationale for Evidence-based Strategy</b>	For students to make the necessary connections to the abstract concepts of science, they must have multiple opportunities for hands-on learning to increase their level of thinking and understanding.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use hands on learning center for science exploration and learning</li> <li>2. Monitor and provide feedback to teachers</li> <li>3. Incorporate science based classroom libraries to increase opportunities for students to engage in content based text</li> <li>4. Schedule Para Educators to assist with small group instruction</li> <li>5. Monitor LSI target task alignment and success criteria</li> </ol>
<b>Person Responsible</b>	Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

**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 Schoolwide Improvement Plan 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.**

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Inwood Elementary has a crisis team to address social emotional needs of out students and an RtIB Problem solving team that meets monthly to problem solve to ensure the social emotional needs of all students are met. Our school also utilizes the following resources:

- CHAMPS - is a school wide program that provides structures in all areas of the campus
- PBIS - PBIS is a program that teaches and reinforces positive behaviors. This program provides opportunities for students to earn rewards through a positive support program
- Mentoring Programs - At Inwood Elementary we use mentoring programs to match students with individual needs with a staff member to check on the student daily to provide support, consistency, and goal setting
- Sanford Harmony Program - Sanford Harmony is a social emotional learning program that is implemented in all classrooms K-5.

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

- PRE-K - At Inwood Elementary we host a program where parents are given information on the kindergarten program. Students in Pre-K are given an assessment to help place them in their kindergarten classroom.
- Kindergarten Round Up - Kindergarten Roundup is hosted to open the school for parents to come and register their kindergarten students. At Kindergarten Roundup, parents are provided information on kindergarten readiness. In addition, incoming students are assessed to create optimal kindergarten learning environment
- Middle School Information Night (5th Graders) - To provide students and parents with the information to make informed decisions when applying to middle school, middle schools are invited to come and present their curriculum to fifth grade students and parents.
- WE3 Expo - Inwood Elementary participates in the annual WE3 Expo to provide opportunities to for our students to see other schools and opportunities to apply for charter, magnet, and schools of choice.

### **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 project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve

academic success.

- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

MAY OR MAY NOT APPLY TO YOUR SCHOOL:

- o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

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

At Inwood Elementary, students participate in College and Career Week. Representatives from local colleges come to speak with students, as well as community members come and speak with students in Kindergarten - fifth grade to provide exposure to a variety of career opportunities.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Reading drives all learning. We will target all ELA data components for increased student academic success.				\$128,364.11
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0611 - Inwood Elementary School	UniSIG		\$56,000.01
<i>Notes: Recruitment/Retention Stipends</i>						
	5100	150-Aides	0611 - Inwood Elementary School	UniSIG		\$10,000.00
<i>Notes: Recruitment/Retention Stipends</i>						
	5100	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$5,049.00
<i>Notes: Recruitment/Retention Stipends</i>						
	5100	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$125.40
<i>Notes: Recruitment/Retention Stipends</i>						

	5200	120-Classroom Teachers	0611 - Inwood Elementary School	UniSIG		\$13,600.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	150-Aides	0611 - Inwood Elementary School	UniSIG		\$1,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$1,116.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$27.74
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	130-Other Certified Instructional Personnel	0611 - Inwood Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$306.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	150-Aides	0611 - Inwood Elementary School	UniSIG		\$1,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$76.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$1.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	130-Other Certified Instructional Personnel	0611 - Inwood Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$612.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$15.20
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	110-Administrators	0611 - Inwood Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			

	7300	160-Other Support Personnel	0611 - Inwood Elementary School	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$841.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$20.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	5900	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$10,000.00
			<i>Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies to support extended learning programs - Ready Florida</i>			
	6200	610-Library Books	0611 - Inwood Elementary School	UniSIG		\$5,563.46
			<i>Notes: Library Books Library Books - Supplemental media materials and books - Level books, science books, music books</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: 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.</b>				<b>\$46,301.30</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0611 - Inwood Elementary School	UniSIG	1.0	\$13,191.56
			<i>Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210-Retirement	0611 - Inwood Elementary School	UniSIG		\$1,117.33
			<i>Notes: Classroom Para - Retirement</i>			
	5100	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$1,009.15
			<i>Notes: Classroom Para - Social Security</i>			
	5100	231-Health and Hospitalization	0611 - Inwood Elementary School	UniSIG		\$9,048.00
			<i>Notes: Classroom Para - Health Insurance</i>			
	5100	232-Life Insurance	0611 - Inwood Elementary School	UniSIG		\$19.20
			<i>Notes: Classroom Para - Life Insurance</i>			
	5100	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$25.06
			<i>Notes: Classroom Para - Workers Comp</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0611 - Inwood Elementary School	UniSIG		\$1,000.00
			<i>Notes: Technology-Related Non capitalized Furniture, Fixtures and Equipment -less than or equal to \$999.99 - Document Cameras (4)</i>			

	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$200.00
			<i>Notes: Technology-Related Supplies - Wireless Presenters (15)</i>			
	6300	310-Professional and Technical Services	0611 - Inwood Elementary School	UniSIG		\$3,624.00
			<i>Notes: Professional and Technical Services - Reimburse Kelly Services for substitutes for teachers participating in curriculum planning during contact hours.</i>			
	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$1,350.00
			<i>Notes: Supplies - Instructional - Words Their Way</i>			
	5100	644-Computer Hardware Non-Capitalized	0611 - Inwood Elementary School	UniSIG		\$11,820.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - iPads (30)</i>			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$1,050.00
			<i>Notes: Technology-Related Supplies - iPad Cases (30)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0611 - Inwood Elementary School	UniSIG		\$1,618.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- iPad Cart (1)</i>			
	5100	644-Computer Hardware Non-Capitalized	0611 - Inwood Elementary School	UniSIG		\$929.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - iPad Pro (1)</i>			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$150.00
			<i>Notes: Technology-Related Supplies - iPad Pro Case (1)</i>			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$150.00
			<i>Notes: Technology-Related Supplies - Apple TV (1)</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: We will target all Mathematics data components for increased student academic success.</b>				<b>\$12,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$2,000.00
			<i>Notes: Supplies - Instructional - bby supplemental math supplies</i>			
	6400	330-Travel	0611 - Inwood Elementary School	UniSIG		\$8,000.00
			<i>Notes: Travel Out of County Instate - Professional Development LSI Conference - travel expenses to include registration, mileage, hotel, and per diem - teachers (8)</i>			
	7730	330-Travel	0611 - Inwood Elementary School	UniSIG		\$2,000.00
			<i>Notes: Travel Out of County Instate - Professional Development LSI Conference - travel expenses to include registration, mileage, hotel, and per diem - Administrators (2)</i>			



<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: To increase the percentage of students who demonstrate proficiency in Science as measured by the Florida Statewide Science Assessment.</b>				<b>\$11,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$11,000.00
			<i>Notes: Classroom Libraries and/or guided reading books</i>			
					<b>Total:</b>	<b>\$204,010.13</b>