

Polk County Public Schools

Inwood Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	21
Budget to Support Goals	22

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: 1/4/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: D (37%) 2017-18: C (42%) 2016-17: C (52%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	22

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)	2019-20 Title I School	2019-20 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	82%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Camp, Donna	Principal	<ol style="list-style-type: none"> 1. Instructional Leader 2. Supervise staff 3. Provide timely feedback to teachers from daily instructional walkthroughs 4. Facilitate Leadership Meetings 5. Facilitate SAC meetings 6. Facilitate CAT meetings 7. Analyze all data metrics 8. Work with Community Liaison 9. Oversee implementation of SIP 10. Day-to-day school operations 11. Hold data chats with teachers and students
Neidringhaus, Laura	Assistant Principal	<ol style="list-style-type: none"> 1. Instructional Leader 2. Supervise staff 3. Provide timely feedback to teachers from daily instructional walkthroughs 4. Serve on Leadership Team 5. Attend SAC meetings 6. Attend CAT meetings 7. Analyze all data metrics used for decision making 8. Work with Community Liaison 9. Assist with overseeing implementation of SIP 10. Assist with the day-to-day school operations 11. Serve as Title I Contact 12. Hold data chats with teachers and students
Webb, Rachel	Psychologist	<ol style="list-style-type: none"> 1. Facilitate MTSS meetings 2. Serve on school-based leadership team 3. Serve on school-based PBIS team 4. Support Tier 3 Parent Meetings 5. Administer required test to identify potential ESE students 6. Serve as Crisis Intervention Contact
Sanders, Hope	Instructional Coach	<ol style="list-style-type: none"> 1. Provide ELA support for teachers. 2. Serve on Leadership Team 3. Provide coaching cycle to identified teachers 4. Provide standards-aligned resources for teachers 5. Provide Power Hour support and resources for teachers 6. Analyze data for decision making process 7. Assist with Parent activities 8. Monitor i-Station, Smarty Ants and Accelerated Reader Program 9. Participate in instructional / academic walks with administration 10. Participate in collaborative planning with teachers

Name	Title	Job Duties and Responsibilities
	School Counselor	<ol style="list-style-type: none"> 1. Facilitate MTSS meetings 2. Serve on school-based leadership team 3. Serve on school-based PBIS team 4. Support Tier 3 Parent Meetings 5. Administer required test to identify potential ESE students 6. Serve as Crisis Intervention Contact 7. Oversee the implementation and fidelity of Sanford Harmony Program.
Ayala Hernaiz, Amaris	Instructional Coach	<ol style="list-style-type: none"> 1. The Math Coach will provide Math support for teachers. 2. Serve on Leadership Team 3. Provide coaching cycle to identified teachers 4. Provide standards-aligned resources for teachers 6. Analyze data for decision making process 7. Assist with Parent activities 8. Monitor Freckle and PM data 9. Participate in instructional / academic walks with administration 10. Participate in collaborative planning with teachers
Rodriguez, Yelitza	Teacher, K-12	<ol style="list-style-type: none"> 1. Work with small groups (as Interventionist) 2. Analyze data for best practices and instruction 3. Serve on Leadership Team 4. Provide standards-aligned resources for teachers 5. Provide Power Hour support through small groups 6. Participate in instructional / academic walks with team 7. Participate in collaborative planning with teachers

Demographic Information

Principal start date

Thursday 1/4/2018, Donna Camp

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

18

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: D (37%) 2017-18: C (42%) 2016-17: C (52%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	64	46	50	70	46	49	0	0	0	0	0	0	0	325
Attendance below 90 percent	16	10	13	12	10	13	0	0	0	0	0	0	0	74
One or more suspensions	6	4	13	6	5	6	0	0	0	0	0	0	0	40
Course failure in ELA	6	7	24	38	4	21	0	0	0	0	0	0	0	100
Course failure in Math	6	3	23	18	8	23	0	0	0	0	0	0	0	81
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 Dec STAR ELA PM	0	0	0	20	9	11	0	0	0	0	0	0	0	40
Level 1 on 2019 Dec STAR Math PM	0	0	0	14	0	10	0	0	0	0	0	0	0	24

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	0	2	7	2	3	6	0	0	0	0	0	0	0	20

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	0	1	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	2	1	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 6/4/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

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.

18-19 FSA Math bottom 25% showed the lowest performance with only 23% of students making learning gains. Contributing factors include core and small group instruction. From the 19-20 Progress monitoring December data, ELA proficiency and Math Learning Gains both showed the lowest performance at 30%.

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

18-19 FSA ELA learning gains shows the greatest decline going from 54% down to 41%. The contributing factors included a weakness in core instruction. From the 19-20 Progress monitoring December, 4th grade Lowest 25% in ELA showed zero gains. The lack of standards alignment, and consistent small group instruction.

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.

18-19 FSA Fifth grade math showed the greatest gap when compared to the State average. It showed 30% proficient in math while the state had 60% proficient. A movement from ineffective instruction in core and small groups due to teacher turnover.

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

18-19 FSA Overall math proficiency showed the most improvement moving from 40% to 44%. New actions that contributed to the gains was improved core instruction in grade 3 and consistent small group instruction.

December STAR - State Math Performance Data projected percent of 50% for Lowest 25%, showed a projected increase of 27% when compared to the 2019 FSA Math Lowest 25% component. Also the Science component, showed a projected increase of 17% when compared to the 2019 FSA Science data. Collaboration of clearer alignment using the Achievement Level Descriptors and a backwards look at pre-requisite standards to provide the foundation for more effective skill acquisition were actions taken.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A few areas of concern are the performances of SWD students at 33% and the ELL and Hispanic group at 36% and 37%.

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

1. Core Instruction
2. Differentiated instruction for all student subgroups
3. Teacher capacity (pedagogy)
4. Culture
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	As campus students and elearning students receive on grade level standards-aligned instruction in all core content areas, student learning will be impacted. Through best practices, students will have consistent opportunities to engage at the full intent of the standards, with a focus on the right level of complexity. Too many of the previous task were not at the appropriate grade level, leaving gaps. With over 50% scoring Levels 1 and 2. and only 2 out of the 6 ESSA groups performed above 41% identifies this has an Area of Focus.
Measurable Outcome:	As a result of standards-aligned instruction taught in core content areas, at least 36% of students will earn a level 3, 4, or 5 on the state reading assessment, at least 44% of students will earn a level 3, 4, or 5 on the state math assessment, and at least 34% of students will earn a level 3, 4, or 5 on the state science assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning on campus and remotely will be monitored through classroom visits/walkthroughs/learning walks, teacher and student data chats, grade level formative assessments and district progress monitoring tools.
Person responsible for monitoring outcome:	Donna Camp (donna.camp@polk-fl.net)
Evidence-based Strategy:	<p>Use collaborative planning in core instruction to include:</p> <ol style="list-style-type: none"> 1. Unpack grade level standards using content item specifications and Achievement Level Descriptors; 2. Create tasks that move through the levels and specifications. 2. Analysis students work samples, formative assessment data, and district progress-monitoring data; 3. Development of explicit whole groups instruction and small group instruction to address student learning deficits.
Rationale for Evidence-based Strategy:	In order to ensure an increase in student achievement, teachers and students need a clear focus through the alignment of the target and task to the standard. Common planning will allow for review and examination of these task for evidence of mastery of content area standards.

Action Steps to Implement

1. Use Title I funds to provide supplies and substitute teachers to implement professional development on LSI evidence-based strategies.
2. Use Title I and Unisig funds to hire paraeducators to work with small groups to increase student academic performance.
3. Use Title I funds to purchase document cameras and ear buds to enhance classroom instruction.
4. Use Title I funds to purchase Words Their Way ancillary materials to support small group instruction and Power Hour.
5. Provide professional learning communities to assist with the implementation of Leveled Literacy Interventions (LLI), Words Their Way, and Math resources for small groups and Power Hour.
6. Through learning walks and collaborative planning provide support to campus teachers and elearning teachers to ensure instruction is standards driven and aligned appropriately.
7. Resources will be available for elearners pickup as needed.

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

1. Provide Professional development using Words Their Way and Leveled Literacy Interventions (LLI) resources to support small group instruction in reading.
2. Provide professional development using What's My Place, What's My Value and Curiosity Bait to support math instruction.
3. Create spiral reviews for Science to address gaps in previous year's instruction.
4. Providing teacher support through collaborative planning and data chats.
5. Through learning walks and collaborative planning provide support to campus teachers and elearning teachers to ensure instruction is standards driven and aligned appropriately.
6. Resources will be available for elearners pickup as needed.

Person Responsible Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

1. The literacy coach through learning walks and collaborative planning will provide support to campus teachers and elearning teachers and use the coaching cycle to ensure instruction is standards driven and aligned appropriately.
2. Provide aligned resources for Power Hour to campus teachers and elearning teachers.
3. Assist with implementation with fidelity of the Leveled Literacy Interventions (LLI) and Words Their Way.

Person Responsible Hope Sanders (hope.sanders@polk-fl.net)

1. The math coach through learning walks and collaborative planning will provide support to campus teachers and elearning teachers and use the coaching cycle to ensure instruction is standards driven and aligned appropriately.
2. Support aligned resources for small group instruction to campus teachers and elearning teachers.

Person Responsible Amaris Ayala Hernaiz (amaris.ayalahernaiz@polk-fl.net)

1. Math Interventionist will pull small groups based on data to close the achievement gap.

Person Responsible Yelitza Rodriguez (yelitza.rodriguez@polk-fl.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**Area of Focus Description and Rationale:**

The school-wide environment and culture dramatically impact the overall performance of the school; it determines the learning and the teaching. When implemented with fidelity, positive behavior and support encourage a positive school culture. By assisting teachers with strategies to help with challenging behaviors and address possible reasons and intervene with alternate methods, encourages the desired behaviors to create a highly effective learning environment. Positive behavior and supports also builds trusting and respectful student-teacher relationships, which will also promote an increase in academic achievement. In these safer learning environments, students are provided on grade-level standards-based instruction so they can increase their level of academic performance. This focus will cultivate an environment where barriers created by problem behaviors will create a positive culture where students learn and grow academically.

Measurable Outcome:

As a result of specific Positive Behavior support and interventions, the school plan will positively impact the culture and environment by supporting social and emotional behaviors. Through these strategies, the support team will support teachers as they improve their instructional methods, increase student engagement, reinforce positive performance, and monitor efficacy for the intended outcome. Using a tiered process, early warning systems data, and classroom tracking information, the school-based leadership team will analyze and evaluate the degree of change in behavior that promotes a positive learning environment and, as a result, increased student achievement.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

As a school, we will increase the level of the implementation of the CHAMPS to have a full school-wide implementation. Also, we plan to enhance the PBIS program at our school. We will increase the number of school-based personals who serve on our PBIS team to create a clear vision of the purpose of PBIS and, in doing so, we have more authentic commitment of the program by school personnel. The implementation of these two programs will lead to a more positive school culture and learning environment. Daily use of the Sanford-Harmony program will also increase the opportunities for social-emotional lessons for students. Staff members will be trained in the RtI-B program to support PBIS and changing undesired behaviors that slow down the learning process.

Rationale for Evidence-based Strategy:

The key to positive school culture and environment is the consistent implementation of structures that provide support to the learning environment. CHAMPS and PBIS are both school-wide programs that ensure the necessary consistency across the entire campus. The full school-wide implementation will increase the opportunities for students to be successful in their acquisition of academic and social-emotional skills.

Action Steps to Implement

1. Full implementation of CHAMPS school-wide.
2. Collaborate with district PBIS Coach to increase the level of staff commitment for program.
4. Include discipline data in MTSS problem solving meetings with both campus and elearning teachers.
5. Have monthly celebrations for students and teachers to demonstrate appreciation.
6. Incorporate STOIC strategies in classroom.
7. Monitor the implementation of Sanford-Harmony in both campus and elearning classrooms.
8. Staff trained in the Youth Mental Health First-Aid.

Person Responsible

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

1. Full implementation of CHAMPS school-wide
2. Collaborate with district PBIS Coach to increase the level of staff commitment for program.
3. Train all teachers on RtI-B to collect data for tiered behavior plans
4. Include discipline data in MTSS problem solving meetings.
5. Have monthly celebrations for students and teachers to demonstrate appreciation.
6. Incorporate STOIC strategies in classroom.
7. Monitor the implementation Sanford-Harmony through in both campus and elearning classrooms.

Person Responsible Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

1. Support teachers with strategies for implementation of CHAMPS.
2. Facilitate MTSS meetings.
3. Support monthly celebrations for students and teachers to demonstrate appreciation.
4. Serve on School Behavior Assessment team.
5. Support trained staff in the Youth Mental Health First-Aid.

Person Responsible Rachel Webb (rachel.webb@polk-fl.net)

1. The school Counselor will support teachers with strategies for implementation of CHAMPS school-wide
- 2 The School Counselor will Facilitate MTSS meetings
3. Review of discipline data to support problem solving meetings.
4. Support monthly celebrations for students and teachers to demonstrate appreciation.
5. Support trained in the Youth Mental Health First-Aid
6. Implementation of Sanford-Harmony through school counselor support.
7. Serve on School Behavior Assessment Team.

Person Responsible Rachel Webb (rachel.webb@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The remaining priorities are the ELA Proficiency component and Learning Gains. Also, the Lowest 25% Learning Gains. Each of these remaining priorities need a minimum of an 8% improvement. The Leadership team will conduct data reviews to target gaps and provide support in planning of targets to tasks alignment using the Achievement Level Descriptors and Item Specification for rigor. The team will provide feedback and coaching through the tiered teacher process.

eLearning students needed for Proficiency, Learning Gains and the Lowest 25% will be monitored with extra caution for engagement towards the school-wide focus areas. Lowest 25% will be provided support to target their needs for improvement. The Leadership team will coach and support eLearning classrooms with feedback and coaching as needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A positive school culture provides an environment of respect and trust for all stakeholders. Valuing all stakeholders will have a significant impact on student academic success. We will establish school-wide expectations that build values and demonstrate respect for all. As a school, we will have open communication with our parents and create meaningful parent activities that will provide parents with opportunities to increase their knowledge of curriculum, testing, and programs within the school. All stakeholders will be provided with opportunities to be engaged in decision making for the school through Family Engagement Activities, School Advisory Council Meetings, and Community Advisory Teams. We will create traditions that celebrate achievements and the work of all stakeholders. Supporting teachers is a top priority in establishing a positive school culture and environment.

Through tiered professional development, we will provide teachers with the ability to improve their craft and implement research-based programs to help move students toward academic success. Teachers will be provided workshops on Effective Parent Communication and Ways Increase Parent/Family Engagement.

We will use our Winter Haven Community Liaison to help increase the number of community partnerships we have. Our community partnerships will assist in providing resources for family activities that build literacy in our school community. These resources include book giveaways and rewards for academic success in our Accelerated Readers Program.

We will model the behaviors we want to see and monitor the effectiveness of programs through surveys and questionnaires from all stakeholders and will make adjustments as necessary to meet the needs of all stakeholders. By cultivating a positive school culture and environment, students will be better prepared for academic success now and in the future.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$141,713.39
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0611 - Inwood Elementary School	UniSIG	2.0	\$37,128.41

			<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 - 2 Classroom Paras</i>			
	5100	210-Retirement	0611 - Inwood Elementary School	UniSIG		\$3,712.84
			<i>Notes: Retirement - 8.47% - Instructional Personnel</i>			
	5100	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$2,840.32
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0611 - Inwood Elementary School	UniSIG		\$18,576.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0611 - Inwood Elementary School	UniSIG		\$43.20
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$70.54
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	120-Classroom Teachers	0611 - Inwood Elementary School	UniSIG		\$4,519.72
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 6 teachers - 2 hours per week - 18 weeks</i>			
	5900	210-Retirement	0611 - Inwood Elementary School	UniSIG		\$481.24
			<i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$368.15
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$9.14
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			
	5900	130-Other Certified Instructional Personnel	0611 - Inwood Elementary School	UniSIG		\$1,690.96
			<i>Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 2 coaches - 2 hours per week - 18 weeks</i>			
	5900	210-Retirement	0611 - Inwood Elementary School	UniSIG		\$139.82
			<i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$106.97
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$2.66
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			

	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$3,655.00
			<i>Notes: Supplies - Instructional - General Classroom Supplies - Paper, pencils, ink, folders, etc..</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0611 - Inwood Elementary School	UniSIG		\$900.00
			<i>Notes: Technology-Related Non capitalized Furniture, Fixtures and Equipment -less than or equal to \$999.99 - 3 Document Cameras</i>			
	6300	310-Professional and Technical Services	0611 - Inwood Elementary School	UniSIG		\$3,264.00
			<i>Notes: Professional and Technical Services Professional and Technical Services - Kelly Services reimbursement for payment of substitute services 10 subs - 3 days of planning - Quarters 1-3</i>			
	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$3,391.91
			<i>Notes: Supplies - Instructional - Words Their Way</i>			
	6300	120-Classroom Teachers	0611 - Inwood Elementary School	UniSIG		\$19,200.00
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 16 teachers - 40 hours</i>			
	6300	130-Other Certified Instructional Personnel	0611 - Inwood Elementary School	UniSIG		\$3,600.00
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 3 coaches/ interventionists - 40 hours each</i>			
	6300	140-Substitute Teachers	0611 - Inwood Elementary School	UniSIG		\$4,800.00
			<i>Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) 4 Provisionals - 40 hours</i>			
	6300	210-Retirement	0611 - Inwood Elementary School	UniSIG		\$2,760.00
			<i>Notes: Retirement - 8.47%- Curriculum Planning</i>			
	6300	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$2,111.40
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$52.46
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	5100	644-Computer Hardware Non-Capitalized	0611 - Inwood Elementary School	UniSIG		\$9,880.00
			<i>Notes: 25 iPads</i>			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$2,500.00
			<i>Notes: 25 iPad cases</i>			

	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0611 - Inwood Elementary School	UniSIG		\$1,618.00
			Notes: Technology - 1 iPad cart			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0611 - Inwood Elementary School	UniSIG		\$1,000.00
			Notes: 1 iPad Pro			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$180.00
			Notes: 1 iPad Pro Case			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$150.00
			Notes: Apple TV (connector)			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$3,655.00
			Notes: Ink/Toner for instructional printing and copying			
	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$2,500.00
			Notes: bby instructional materials			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$1,805.65
			Notes: earbuds for iPad/laptop use			
	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$2,500.00
			Notes: Classroom Libraries and/or guided reading books for 10 classrooms			
	6200	610-Library Books	0611 - Inwood Elementary School	UniSIG		\$2,500.00
			Notes: Library Books - Supplemental media materials and books - Level books, science books			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
Total:						\$146,205.00