



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Inwood Elementary School

2200 AVENUE G NW

Winter Haven, FL 33880

863-291-5369

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 70%
Alternative/ESE Center No	Charter School No	Minority Rate 74%

School Grades History

2013-14 D	2012-13 C	2011-12 D	2010-11 C	2009-10 C
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Inwood Elementary School

Principal

Amy Heiser Meyers

School Advisory Council chair

Carl True

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amy Heiser-Meyers	Principal
Laura Neidringhaus	Assistant Principal
Mary Hoecker	Guidance Counselor
Erin Rodgers	Teacher, Grade 5
Ashley Hastings	Teacher, Grade 4
Jessica Dame	Teacher, Grade 3
Barbara Moody	Teacher, Grade 2
Stacia Boyd	Teacher, Grade 1
Jennifer Wilson	Teacher, Music

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

9/24/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council is combination of parents, business partners, and staff members. The demographics of the SAC is proportional to the demographics of the student population. The 2013-2014 School Advisory Council is TBA at the September, 2014 meeting.

Involvement of the SAC in the development of the SIP

Throughout the 2012 - 2013 academic year, the SAC reviewed the 2012-2013 SIP and made suggestions for improvements. These suggestions were used to guide the goals, barriers, resources, and strategies for the 2013-2014 SIP.

Activities of the SAC for the upcoming school year

The SAC will review and progress monitor the 2013 - 2014 SIP at meetings.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Amy Heiser Meyers

Principal

Years as Administrator: 12

Years at Current School: 3

Credentials

BS – USF
 College of Education
 MA-USF
 College of Education: Program Evaluation
 ED.S- Nova SEU Educational Leadership

Performance Record

2011 – C – No AYP
 2012 – D
 2013 – C

Laura Neidringhaus

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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Credentials BA Elementary Education– University of South Florida
M.Edu – University of South Florida

Performance Record 2011 – C – No AYP
2012 – D
2013 – Preliminary grade of D

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Full-time / District-based	Years as Coach: 0	Years at Current School: 0
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Areas Reading/Literacy

Credentials Education Masters Degree

Performance Record

Classroom Teachers

of classroom teachers

26

receiving effective rating or higher

22, 85%

Highly Qualified Teachers

100%

certified in-field

26, 100%

ESOL endorsed

20, 77%

reading endorsed

2, 8%

with advanced degrees

9, 35%

National Board Certified

1, 4%

first-year teachers

4, 15%

with 1-5 years of experience

8, 31%

with 6-14 years of experience

8, 31%

with 15 or more years of experience

6, 23%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Highly effective teachers will be paired with new teachers, or teachers with identified needs. Instructional coaches, AIFs will work with new teachers and teachers with identified needs.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data Source Data Management System

Tier 1: FAIR, Discovery, FCAT, SAT-10, attendance, suspensions, office discipline referrals, writing rubrics IDEAS, Discovery, GENESIS

Tier 2: Extended reading passages, sight word inventories, oral reading fluency, math fluency probes, FCIM lessons and progress monitoring specific to various curriculums IDEAS, Moodle, math fluency reports, individual fluency data reports, discipline reports, FCIM tracking data reports

Tier 3: Individual progress monitoring specific to individual students and problems Progress Monitoring reports as designated by MTSS Problem Solving team and classroom teacher.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Rti Progress monitoring tool, on-going assessment instruments such as FAIR, Discovery, and teacher created on-going assessment will be used as data sources for problem solving. In addition, discipline data, check-in/check-out data, and attendance data will be used to identify problems and used for problem solving. Data will be collected and reviewed each month at MTSS/Rtl meetings with teachers and support staff.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

In grade level PLCs, the MTSS/Rtl Team will meet with grade level teams to discuss data, problem solve and progress monitor specific individual students and problems.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 256

Small groups will be given additional instruction in reading, writing, and math based on individual student need.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Previous year's test scores and on-going progress monitoring will be used to identify students and individual student academic need.

Who is responsible for monitoring implementation of this strategy?

Teacher delivering after school tutoring programs, Principal and Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Amy Heiser-Meyers	Principal
Laura Neidringhaus	Assistant Principal
Mimi Hoecker	Guidance Counselor
Annette Davis	Reading AIF
Martha Brannan	Media Specialist
Erin Rodgers	Teacher, Grade 5
Ashley Brannan	Teacher, Grade 4
Jessica Dame	Teacher, Grade 3
Rebecca Paul	Teacher, Grade 2
Angela Willis	Teacher, Grade 1
Edith Chacon	Teacher, Kindergarten

How the school-based LLT functions

The Literacy Leadership Team meets throughout the year to monitor data and make curriculum decision based on data.

Major initiatives of the LLT

1. Lesson Study using the coaching model.
2. Implementing literacy circles in grades 3-5.
3. Differentiated Instruction.
4. Evidenced Based Textual Reading Responses.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers at Inwood Elementary have a dedicated daily uninterrupted 120 minute reading block. The reading block is monitored by administration through daily walk throughs, review of lesson plans, review of student work samples, and data chats with students and teachers.

Administration and the Reading Coach/AIF, using the coaching process, works with teachers at all grade levels through the coaching model to do lesson study and model effective teaching strategies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	44%	Yes	1%
American Indian				
Asian				
Black/African American	32%	33%	Yes	39%
Hispanic	45%	46%	Yes	51%
White	54%	62%	Yes	59%
English language learners	26%	43%	Yes	33%
Students with disabilities	25%	21%	Yes	33%
Economically disadvantaged	38%	42%	Yes	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	29%	35%
Students scoring at or above Achievement Level 4	24	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	72	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	70	67%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	38	48%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	30%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	20%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	15	33%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	50%	Yes	1%
American Indian				
Asian				
Black/African American	30%	40%	Yes	37%
Hispanic	34%	51%	Yes	41%
White	55%	62%	Yes	60%
English language learners	21%	43%	Yes	29%
Students with disabilities	22%	21%	Yes	30%
Economically disadvantaged	38%	48%	Yes	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	32%	40%
Students scoring at or above Achievement Level 4	29	19%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	105	66%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	74%	78%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	20%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		10
Participation in STEM-related experiences provided for students	2	1%	10%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	57	17%	15%
Students retained, pursuant to s. 1008.25, F.S.	12	4%	2%
Students who are not proficient in reading by third grade	28	53%	45%
Students who receive two or more behavior referrals	29	9%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	45	13%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Title I Parent Involvement Plan will be filed with the state

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The Inwood community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.
- G2.** Through the use of literacy circles, students will be engaged daily in differentiated leveled texts across all content areas, with opportunity to discuss and write about evidence based questions in order to increase proficiency.
- G3.** Teachers will use data to make informed instructional decision to differentiate instruction based on student's academic needs.

Goals Detail

G1. The Inwood community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- 1. District provided CPI Verbal De-escalation professional development for all staff members.
- 2. Year-long professional development using the book understanding a Framework of Poverty by Ruby Payne. and the book Do You Know Me Well Enough to Teach Me by Stephen Peters.
- 3. School Psychologist
- 4. Region IV DA Team
- 5. Literature/article to increase staff awareness of the effects of poverty on student achievement

Targeted Barriers to Achieving the Goal

- 1. School personnel must track attendance and tardies with fidelity.
- 2. Staff resistance
- 4. Staff attendance which creates a lack of consistency for student
- 6. Lack of understanding of the diverse backgrounds of the students.

Plan to Monitor Progress Toward the Goal

Early Warning System Reports Attendance Reports Tardy Reports Early Check-Out Reports Discipline Reports Student Achievement Reports - i.e.; FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data

Person or Persons Responsible

Administration Guidance Counselor Inwood Elementary Staff

Target Dates or Schedule:

Weekly

Evidence of Completion:

Reduced absenteeism Reduced tardies Reduced early check outs Increase in student achievement as evidenced on - FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data.

G2. Through the use of literacy circles, students will be engaged daily in differentiated leveled texts across all content areas, with opportunity to discuss and write about evidence based questions in order to increase proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Novels stemmed with higher order thinking questions.
- Professional Development on Literacy Circles
- Additional Classroom teacher to provide increased opportunities for one-on-one instruction for identified high-risk students.
- Media Specialist to provide high quality text for students

Targeted Barriers to Achieving the Goal

- Time management for teachers
- Classroom management - how will teachers keep other students engaged when meeting with small groups
- Student opportunities to engage with high-quality text outside of the reading block.

Plan to Monitor Progress Toward the Goal

On-growing progress monitoring tools such as FAIR, Discovery Science and Math, LLI Progress Monitoring Tools, along with teacher created on-going progress monitoring will be used to evaluate student progress. In addition, student literacy journals will be used to assess the increasing complexity of student responses supported with textual evidence.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Daily

Evidence of Completion:

Student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Discovery Science and Math Assessment, and Spring 2014, FCAT 2.0 Assessments.

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

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- IDEAS - District Supported Data Collection Website
- School Accountability Reports
- On-Going Progress Monitoring Data
- MTSS Problem Solving Team
- School Leadership Team

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Most Missed Math FCIM Data Forms Most Missed Math iii Data Forms Reading Assessment Item Analysis Forms Restroom Tracking Forms Grade Level Meeting Notes Daily data chats Recording Forms Student progress monitoring results

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increased student achievement as measured with on-going progress monitoring assessments such as FAIR, Discovery Science and Math, Weekly / Bi-Weekly Reading Assessments, and the Spring, 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The Inwood community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

G1.B1 1. School personnel must track attendance and tardies with fidelity.

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

Action Step 1

The team will review attendance, tardies, and early check-out data.

Person or Persons Responsible

Assistant Principal Guidance Counselor Terminal Operator School Social Worker Classroom teachers

Target Dates or Schedule

The team will meet weekly and report information to classroom teachers at monthly MTSS Problem Solving Meetings.

Evidence of Completion

Decrease in absenteeism, tardies, and early check-outs.

Facilitator:

Administration

Participants:

Assistant Principal Guidance Counselor Terminal Operator School Social Worker

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

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

Person or Persons Responsible

Administration Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Classroom teacher Administration Guidance Counselor Terminal Operator School Social Worker

Target Dates or Schedule

Weekly attendance meetings

Evidence of Completion

Incentive Plans for high-risk students with identified attendance/tardy/early check-out concerns.

G1.B2 2. Staff resistance

G1.B2.S1 Staff will participant in year-long diversity training using various books such as Understanding a Framework for Poverty by Ruby Payne, and Do You Know Me Well Enough to Teach Me by Stephen Peters to increase their awareness of the effects of poverty on student achievement.

Action Step 1

Book Studies - Understanding a Framework for Poverty by Ruby Payne and Do You Know Me Well Enough to Teach Me by Stephen Peters

Person or Persons Responsible

General Education Classroom Teachers Special Area Teachers Administrations Support Staff

Target Dates or Schedule

Monthly Professional Learning Communities and teacher workday faculty meetings.

Evidence of Completion

Professional Development follow-up; discipline reports; attendance reports; student achievement data; daily data chats

Facilitator:

Administration

Participants:

General Education Classroom Teachers Special Area Teachers Administrations Support Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Application of strategies learned through diversity training.

Person or Persons Responsible

General education classroom teachers Special area teachers Administration Inwood Elementary support staff

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in discipline referrals Less than 12% of student population in Tier 3 MTSS Problem Solving Model Increase in student attendance

Plan to Monitor Effectiveness of G1.B2.S1

Inwood Elementary staff is applying their increased understanding of the effects of poverty on student achievement.

Person or Persons Responsible

General Education classroom teacher Special area teachers Administration Inwood Elementary Support Staff

Target Dates or Schedule

Monthly Positive Behavior Support / Student Concern Committee Meetings Monthly MTSS Problem Solving Meetings

Evidence of Completion

Increased student achievement as measured on the FAIR Reading Assessment; Discovery Math; Discovery Science; and Fast ForWord Reading Data. Decrease in student discipline referrals Increase in student attendance

G1.B2.S2 Staff members will participate in CPI Verbal De-escalation training to learn techniques to minimize situations with students and parents before they get out of control to maximize student learning and time on task.

Action Step 1

Staff will participate in ongoing professional develop an increased awareness of the effects of poverty on student achievement.

Person or Persons Responsible

Administration Inwood Elementary Staff: General Education classroom teachers, paraprofessionals, cafeteria manager, Special Area classroom teachers District ESE Support Staff

Target Dates or Schedule

On-Going throughout the year

Evidence of Completion

Data gathered from on-going progress monitoring tools such as the FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data

Facilitator:

District-Based ESE Support Professional Development Facilitator

Participants:

Administration District ESE Support Staff School Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Discipline Reports, Attendance Reports, Student Achievement Reports including, but not limited to, FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data, and Inwood Elementary Staff Feedback,

Person or Persons Responsible

Administration Inwood Elementary Staff

Target Dates or Schedule

Weekly and shared at monthly MTSS Problem Solving Meetings

Evidence of Completion

Reduced discipline referrals, reduced absenteeism, tardies, and early check-outs. Increase in student achievement as evidenced by, but limited to, FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data.

Plan to Monitor Effectiveness of G1.B2.S2

Discipline data, attendance data, and student achievement data including, but not limited to, FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data.

Person or Persons Responsible

Inwood Elementary Staff Assistant Principal Guidance Counselor Terminal Operator

Target Dates or Schedule

Weekly

Evidence of Completion

Reduced discipline referrals, reduced absenteeism, tardies, and early check-outs. Increase in student achievement as evidenced by, but limited to, FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data.

G1.B4 4. Staff attendance which creates a lack of consistency for student

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

Action Step 1

Administration will monitor and report the loss of instructional time.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement on on-going progress monitoring assessments including, but not limited to, FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data.

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

Staff attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B4.S1

Increased staff attendance positive effect on student achievement

Person or Persons Responsible

Inwood Faculty Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student achievement as evidenced by on-going progress monitoring data including, FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data.

G1.B6 6. Lack of understanding of the diverse backgrounds of the students.

G1.B6.S3 The guidance counselor will meet with students daily to listen and discuss topic important to students and will work with students to assist the students in developing a formal language register to increase the students' verbal language skills. This will provide students with skills necessary to increase student written communication skills.

Action Step 1

Guidance counselor will meet with students daily to talk to develop social skills and increase speaking and listening skills.

Person or Persons Responsible

Guidance counselor Students

Target Dates or Schedule

Daily in cafeteria

Evidence of Completion

Decrease in discipline referrals Increase in student verbal and written communication skills.

Plan to Monitor Fidelity of Implementation of G1.B6.S3

Guidance counselor meeting with students

Person or Persons Responsible

Administration Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting Tracking Logs

Plan to Monitor Effectiveness of G1.B6.S3

Increase in student listening, speaking, and written communication skills

Person or Persons Responsible

Classroom teachers Guidance Counselor Administration

Target Dates or Schedule

Monthly at MTSS Problem Solving Meetings

Evidence of Completion

Decrease in discipline referrals Increase in student achievement as measured by the Polk County Public School Report Card.

G2. Through the use of literacy circles, students will be engaged daily in differentiated leveled texts across all content areas, with opportunity to discuss and write about evidence based questions in order to increase proficiency.

G2.B1 Time management for teachers

G2.B1.S1 Teachers will make literacy circles part of the 120 minuted reading block.

Action Step 1

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

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

daily

Evidence of Completion

Daily review and sharing of student responses.

Facilitator:

Administration Reading AIF/Coach

Participants:

Classroom teacher

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

During daily walkthroughs and data chats with students and teachers.

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

Student literacy journals

Person or Persons Responsible

Administration Classroom teachers Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

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

G2.B1.S2 Teams of teachers will develop higher order thinking questions for novel sets.

Action Step 1

A team of teachers will develop higher-order thinking questions for novels. These questions will require textual evidence to support/justify student written responses.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Time outside of the regular teaching day

Evidence of Completion

Novels with higher-order thinking questions.

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

When novel units are complete

Evidence of Completion

Evidence of completion will be measured with completed novel unit sets and student literacy response journals.

Plan to Monitor Effectiveness of G2.B1.S2

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

Person or Persons Responsible

Administration Reading Coach Classroom Teachers Leadership Team

Target Dates or Schedule

Daily during class walkthroughs and data chats

Evidence of Completion

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

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

Action Step 1

Teachers will participate with administration and the instructional coaches to implement lesson study to develop and implement lessons using high-yield instructional strategies.

Person or Persons Responsible

Teachers Administration Instructional Coaches

Target Dates or Schedule

Bi-weekly PLCs will be held for lesson study and collaborative planning.

Evidence of Completion

Lesson Plans

Facilitator:

Administration Instructional Coaches

Participants:

Teachers

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

Implementation of lesson plans developed in lesson study / collaborative planning PLCs

Person or Persons Responsible

Teachers Administration Instructional Coaches

Target Dates or Schedule

Daily in walkthroughs Weekly in lesson plan reviews

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S3

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

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Daily during walkthroughs; daily student data chats, and beginning, middle and end progress monitoring data collection times.

Evidence of Completion

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

G2.B3 Student opportunities to engage with high-quality text outside of the reading block.

G2.B3.S1 Employ a full time media specialist to provide students increased opportunities to engage in high-quality text outside of the regular classroom.

Action Step 1

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

Person or Persons Responsible

Media Specialist Administration Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

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

Facilitator:

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

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

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

Person or Persons Responsible

Media Specialist Teachers Administration School Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in Accelerated Reader Scores Increase in STAR Assessment Scores Increase in the quality of student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Discovery Science and Math Assessment, and Spring 2014, FCAT 2.0 Assessments.

Plan to Monitor Effectiveness of G2.B3.S1

Accelerated Reader Scores STAR Assessment Scores Student Response Journals

Person or Persons Responsible

Administration School Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in Accelerated Reader Scores Increase in STAR Assessment Scores Increase in the quality of student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Discovery Science and Math Assessment, and Spring 2014, FCAT 2.0 Assessments.

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

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

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

Action Step 1

Teachers, with administrative support, will collect and review on-going progress monitoring data to modify instruction to meet individual student need. Weekly Most Missed Math FCIM - data serves as individualized teacher differentiated reteaching opportunities for bell ringers or Day 6 Reviews. Weekly Most Missed Math iii - data serves as individualized teacher differentiated reteaching opportunities. Bi-Weekly Math Fact Fluency - data gauges students increases over a period of time and provides teachers with data to differentiate additional math fact fluency practice. Item analysis on Weekly / Bi-Weekly Reading Assessments - data serves as individualized teacher differentiated reteaching opportunities. Restroom Tracking Forms - data provides teachers and the MTSS Problem Solving Team information to identify patterns that affect student time on task and/or student medical conditions. Tracking forms indicate the number of times in a one week period a student leaves the classroom during reading and/or math instruction. Tracking forms will be reviewed at monthly MTSS Problem Solving meetings. Grade Level Meeting Notes will be turned into Assistant Principal noting what data was reviewed and data based decisions.

Person or Persons Responsible

Teachers Administration Reading Coach Math Coach School Based Leadership Team MTSS Problem Solving Team

Target Dates or Schedule

Data is collected weekly.

Evidence of Completion

On-going progress monitoring assessments.

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

Teachers, with administrative support, will collect and review on-going progress monitoring data to modify instruction to meet individual student need. Weekly Most Missed Math FCIM - data serves as individualized teacher differentiated reteaching opportunities for bell ringers or Day 6 Reviews. Weekly Most Missed Math iii - data serves as individualized teacher differentiated reteaching opportunities. Bi-Weekly Math Fact Fluency - data gauges students increases over a period of time and provides teachers with data to differentiate additional math fact fluency practice. Item analysis on Weekly / Bi-Weekly Reading Assessments - data serves as individualized teacher differentiated reteaching opportunities. Restroom Tracking Forms - data provides teachers and the MTSS Problem Solving Team information to identify patterns that affect student time on task and/or student medical conditions. Tracking forms indicate the number of times in a one week period a student leaves the classroom during reading and/or math instruction. Tracking forms will be reviewed at monthly MTSS Problem Solving meetings. Grade Level Meeting Notes will be turned into Assistant Principal noting what data was reviewed and data based decisions.

Person or Persons Responsible

Administration Classroom teachers Reading Coach Math Coach MTSS Problem Solving Team
School based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Grade Level Meeting Notes.

Plan to Monitor Effectiveness of G3.B1.S1

Daily walk-throughs Daily Data Chats

Person or Persons Responsible

Administration Classroom teachers Reading Coach Math Coach School based leadership team
MTSS Problem Solving Team

Target Dates or Schedule

Daily

Evidence of Completion

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

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title 1, Part A, funds school-wide services to Inwood Elementary. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school programs, supplemental instructional materials, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Inwood Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide, or coordinate, supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from the Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Inwood Elementary are used to purchase resources for parent communication and involvement

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program funded through Title X provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through title I, Part C.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

Inwood Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Inwood Elementary is not a location for a summer feeding program for the community.

Housing Programs

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

Adult Education

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. The Inwood community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

G1.B1 1. School personnel must track attendance and tardies with fidelity.

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

PD Opportunity 1

The team will review attendance, tardies, and early check-out data.

Facilitator

Administration

Participants

Assistant Principal Guidance Counselor Terminal Operator School Social Worker

Target Dates or Schedule

The team will meet weekly and report information to classroom teachers at monthly MTSS Problem Solving Meetings.

Evidence of Completion

Decrease in absenteeism, tardies, and early check-outs.

G1.B2 2. Staff resistance

G1.B2.S1 Staff will participant in year-long diversity training using various books such as Understanding a Framework for Poverty by Ruby Payne, and Do You Know Me Well Enough to Teach Me by Stephen Peters to increase their awareness of the effects of poverty on student achievement.

PD Opportunity 1

Book Studies - Understanding a Framework for Poverty by Ruby Payne and Do You Know Me Well Enough to Teach Me by Stephen Peters

Facilitator

Administration

Participants

General Education Classroom Teachers Special Area Teachers Administrations Support Staff

Target Dates or Schedule

Monthly Professional Learning Communities and teacher workday faculty meetings.

Evidence of Completion

Professional Development follow-up; discipline reports; attendance reports; student achievement data; daily data chats

G1.B2.S2 Staff members will participate in CPI Verbal De-escalation training to learn techniques to minimize situations with students and parents before they get out of control to maximize student learning and time on task.

PD Opportunity 1

Staff will participate in ongoing professional develop an increased awareness of the effects of poverty on student achievement.

Facilitator

District-Based ESE Support Professional Development Facilitator

Participants

Administration District ESE Support Staff School Staff

Target Dates or Schedule

On-Going throughout the year

Evidence of Completion

Data gathered from on-going progress monitoring tools such as the FAIR Data; Discovery Assessment Data; On-going Progress Monitoring Data including, but not limited to, Most Missed Math FCIM; Math Fact Fluency; Most Missed Math iii and LLI Progress Monitoring Data

G2. Through the use of literacy circles, students will be engaged daily in differentiated leveled texts across all content areas, with opportunity to discuss and write about evidence based questions in order to increase proficiency.

G2.B1 Time management for teachers

G2.B1.S1 Teachers will make literacy circles part of the 120 minuted reading block.

PD Opportunity 1

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

Facilitator

Administration Reading AIF/Coach

Participants

Classroom teacher

Target Dates or Schedule

daily

Evidence of Completion

Daily review and sharing of student responses.

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

PD Opportunity 1

Teachers will participate with administration and the instructional coaches to implement lesson study to develop and implement lessons using high-yield instructional strategies.

Facilitator

Administration Instructional Coaches

Participants

Teachers

Target Dates or Schedule

Bi-weekly PLCs will be held for lesson study and collaborative planning.

Evidence of Completion

Lesson Plans

G2.B3 Student opportunities to engage with high-quality text outside of the reading block.

G2.B3.S1 Employ a full time media specialist to provide students increased opportunities to engage in high-quality text outside of the regular classroom.

PD Opportunity 1

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

Facilitator

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

Participants

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Through the use of literacy circles, students will be engaged daily in differentiated leveled texts across all content areas, with opportunity to discuss and write about evidence based questions in order to increase proficiency.	\$101,700
Total		\$101,700

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Evidence-Based Materials	Total
Provided in Item 1	\$0	\$0	\$0	\$0
Title I	\$0	\$57,700	\$0	\$57,700
Title I Funds	\$0	\$0	\$3,000	\$3,000
Title 1	\$0	\$41,000	\$0	\$41,000
Total	\$0	\$98,700	\$3,000	\$101,700

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The Inwood community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

G1.B2 2. Staff resistance

G1.B2.S1 Staff will participant in year-long diversity training using various books such as Understanding a Framework for Poverty by Ruby Payne, and Do You Know Me Well Enough to Teach Me by Stephen Peters to increase their awareness of the effects of poverty on student achievement.

Action Step 1

Book Studies - Understanding a Framework for Poverty by Ruby Payne and Do You Know Me Well Enough to Teach Me by Stephen Peters

Resource Type

Evidence-Based Program

Resource

Understanding a Framework for Poverty books by Ruby Payne

Funding Source

Title I

Amount Needed

\$0

G1.B2.S2 Staff members will participate in CPI Verbal De-escalation training to learn techniques to minimize situations with students and parents before they get out of control to maximize student learning and time on task.

Action Step 1

Staff will participate in ongoing professional develop an increased awareness of the effects of poverty on student achievement.

Resource Type

Evidence-Based Program

Resource

Provided in Item 1

Funding Source

Provided in Item 1

Amount Needed

\$0

G1.B4 4. Staff attendance which creates a lack of consistency for student

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

Action Step 1

Administration will monitor and report the loss of instructional time.

Resource Type

Evidence-Based Program

Resource

Funding Source

Provided in Item 1

Amount Needed

\$0

G2. Through the use of literacy circles, students will be engaged daily in differentiated leveled texts across all content areas, with opportunity to discuss and write about evidence based questions in order to increase proficiency.

G2.B1 Time management for teachers

G2.B1.S1 Teachers will make literacy circles part of the 120 minuted reading block.

Action Step 1

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

Resource Type

Personnel

Resource

Teacher to provide additional one-on-one instruction to identified high-risk students

Funding Source

Title I

Amount Needed

\$57,700

G2.B1.S2 Teams of teachers will develop higher order thinking questions for novel sets.

Action Step 1

A team of teachers will develop higher-order thinking questions for novels. These questions will require textual evidence to support/justify student written responses.

Resource Type

Evidence-Based Materials

Resource

Teacher created Curriculum

Funding Source

Title I Funds

Amount Needed

\$3,000

G2.B3 Student opportunities to engage with high-quality text outside of the reading block.

G2.B3.S1 Employ a full time media specialist to provide students increased opportunities to engage in high-quality text outside of the regular classroom.

Action Step 1

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

Resource Type

Personnel

Resource

1/2 of Media Specialist Salary

Funding Source

Title 1

Amount Needed

\$41,000