

Polk County Public Schools

Inwood Elementary School



2021-22 Schoolwide Improvement Plan

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Inwood Elementary School

2200 AVENUE G NW, Winter Haven, FL 33880

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

Demographics

Principal: Donna Camp

Start Date for this Principal: 7/23/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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.

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Inwood Elementary School

2200 AVENUE G NW, Winter Haven, FL 33880

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>82%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		D	D	C

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<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 create a safe and positive learning environment that will empower 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.

Provide the school's vision statement.

The vision at Inwood Elementary is to develop "Students Today into Leaders Tomorrow".

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Camp, Donna	Principal	Instructional and Transformation Leader Oversee staff and faculty Oversee implementation of SIP School Operations Support collaborative planning process and professional learning communities Facilitate Leadership Team Meetings, SAC meetings and CAT meetings Collect and analyze data for action (teachers and students) Monitor and support the instructional process
Onorati, Sheri	Assistant Principal	Instructional Leader Oversee and supervise faculty and staff Serve on Leadership Team Attend SAC and CAT meetings Support the Collaborative planning process Handle Discipline and its collection of data for support Collect and analyze data Assist with the implementation of the SIP and its Action Steps Serve as Title 1 contact
Webb, Rachel	Psychologist	Serve on School Based Leadership Team and Crises Team Serve on Crisis Team and as it's contact Serve and facilitate MTSS meetings Support student placement Support T3 parent meetings Administer required testing for placement
Hunt, Ariel	Math Coach	Provide Math and Science support for teachers Serve on Leadership Team Implement the Coaching Cycle Provide support during collaborative planning Provide standards - aligned resources for support Data collection and analysis for decision making Monitor Freckle support the progress monitoring process Participate in Instructional walks
Williams, Kasmeyne	Teacher, ESE	Provide ELA and Writing support for teachers Serve on Leadership Team Implement the Coaching Cycle Provide support during collaborative planning Provide standards - aligned resources for support Data collection and analysis for decision making Monitor Smarty Ants, iStation, and AR support the progress monitoring process Participate in Instructional walks

Name	Position Title	Job Duties and Responsibilities
	School Counselor	Facilitate MTSS meetings Serve on Leadership Team Serve on PBIS Team Support Tier # parent meetings Support student placement Administer required testing to support placement Serve on Crisis Team and its contact Oversee implementation of Sanford Harmony
Gavin, Jessica	Other	Support the school academically and socially Support IEP processes Support MTSS processes

Demographic Information

Principal start date

Friday 7/23/2021, 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.*

1

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

275

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	14	48	57	40	54	59	0	0	0	0	0	0	0	272
Attendance below 90 percent	24	17	15	18	22	12	0	0	0	0	0	0	0	108
One or more suspensions	5	3	5	6	10	7	0	0	0	0	0	0	0	36
Course failure in ELA	0	8	4	8	1	0	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	21	29	0	0	0	0	0	0	0	67
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	26	32	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	23	22	13	24	16	0	0	0	0	0	0	0	0	98

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	0	3	2	9	7	0	0	0	0	0	0	0	21

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 6/23/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	51%	57%	38%	50%	56%
ELA Learning Gains				41%	51%	58%	55%	51%	55%
ELA Lowest 25th Percentile				44%	49%	53%	55%	45%	48%
Math Achievement				44%	57%	63%	40%	58%	62%
Math Learning Gains				40%	56%	62%	38%	56%	59%
Math Lowest 25th Percentile				23%	47%	51%	33%	44%	47%
Science Achievement				34%	47%	53%	32%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	38%	52%	-14%	58%	-20%
Cohort Comparison						
04	2021					
	2019	29%	48%	-19%	58%	-29%
Cohort Comparison		-38%				
05	2021					
	2019	30%	47%	-17%	56%	-26%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	56%	-1%	62%	-7%
Cohort Comparison						
04	2021					
	2019	37%	56%	-19%	64%	-27%
Cohort Comparison		-55%				
05	2021					
	2019	30%	51%	-21%	60%	-30%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	45%	-13%	53%	-21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The Percentile Ranks from the STAR Literacy and STAR Progress monitoring data in Performance Matters were used to compile the data below. Fifth grade's District Quarterlies were used for Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70%	84%	72%
	Economically Disadvantaged	65%	79%	71%
	Students With Disabilities	50%	83%	33%
	English Language Learners	44%	55%	77%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58%	62%	52%
	Economically Disadvantaged	52%	52%	42%
	Students With Disabilities	33%	33%	33%
	English Language Learners	37%	62%	50%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54%	31%	18%
	Economically Disadvantaged	44%	21%	15%
	Students With Disabilities	20%	25%	0%
	English Language Learners	75%	75%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37%	41%	36%
	Economically Disadvantaged	29%	28%	21%
	Students With Disabilities	33%	0%	0%
	English Language Learners	50%	50%	50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	29%	23%
	Economically Disadvantaged	11%	15%	18%
	Students With Disabilities	0%	0%	0%
	English Language Learners	16%	8%	8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39%	38%	25%
	Economically Disadvantaged	5%	10%	18%
	Students With Disabilities	0%	0%	0%
	English Language Learners	18%	8%	16%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%	25%	25%
	Economically Disadvantaged	8%	10%	20%
	Students With Disabilities	12%	12%	0%
	English Language Learners	7%	6%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35%	42%	34%
	Economically Disadvantaged	0%	10%	25%
	Students With Disabilities	0%	12%	0%
	English Language Learners	0%	12%	23%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	30%	37%
	Economically Disadvantaged	26%	21%	37%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48%	45%	40%
	Economically Disadvantaged	20%	26%	37%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	50%	50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	38%	41%	59%
	Economically Disadvantaged	20%	26%	47%
	Students With Disabilities	25%	0%	0%
	English Language Learners	0%	100%	50%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD				8							
ELL	19	62		22	38						
BLK	27	29		28	26		32				
HSP	10			14							
WHT	57			60							
FRL	25	48		26	33	40	20				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	4
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Proficiency rates remain below 40% in all grade levels and subgroups for ELA and Math. Science is holding between 35 - 40%. Based on Progress Monitoring Data there was a dip in the last assessment window. Using STAR data, All 6 ESSA groups were underperforming. Whereas in 2019 on the Federal Index, there were 2 groups meeting the 41% requirement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 FSA ELA in 4th, showed the greatest need with only 29% proficient with a negative 29% comparison to the State. 2019 FSA Math in 5th showed the greatest need with only 30% proficient with a negative 30% comparison to the State. ELA Progress monitoring data for 3rd – 5th, all show the greatest need, performance on all progress monitoring assessments were 30% and below.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors:
After initial instruction towards the standards, a lack of on-going data collection to monitor mastery of learning/data unpacking to prepare for next instructional direction. Imbalance in pacing for all students to have an opportunity for growth at individual levels.

New Action:
-After planning and teaching core instruction aligned to the scope and sequence, continue to monitor guidance

and use of tracking systems to verify mastery/understanding, with teacher feedback to students.

- Teacher readiness with using daily formatives and data to analyze student readiness to address the need of supporting current and new benchmarks and standards.
- Data digs will take place to identify all levels of student progression: to check for minimal, average or maximum growth between benchmarks/standards.
- Calendar weekly grade level formatives-checks for understanding, collaborate findings, and set next steps for reteaching before moving forward.
- Student readiness: before working establish clear roles and responsibilities that places them in center of instruction on what is expected of them. Teacher will monitor readiness.

Teacher Verify- as students are working, the teacher verifies/tracks if target is being demonstrated. Once identified, support is provided for students not progressing towards the target.

- Daily walkthroughs and collection of track tools and artifacts to show effectiveness of monitoring. Targeted feedback.
- Use of research-driven interventions with fidelity to close skill gaps. (Tier 3). ie., Ready Florida for Reading and Math, Words Their Way and Leveled Literacy Intervention and Renaissance focus skills tasks. What's My Place and What's My Value for additional exposure to number sense.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 FSA Math Proficiency showed the most improvement from 40% to 44%.
5th grade Math progress monitoring steadied itself between 40% – 48% throughout.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors:

To support teachers, pull out groups were increased and the continuation of after school tutoring with the same targeted students.

New actions:

- Establish a tracking system that can support the collaboration between the teacher and support staff for continued improvement in all ESSA groups (push-push and pull out support)
- Monitor implementation of planned core instructional tasks data, followed by analysis to guide whole group and small group next steps.
- Daily walkthroughs and collection of tracking tools and artifacts to show effectiveness of implementation. Targeted feedback.
- Use of research-driven interventions with fidelity to close skill gaps. (Tier 3). ie., Ready Florida, Freckle, and Renaissance focus skills tasks.

What strategies will need to be implemented in order to accelerate learning?

Ensure that all students receive instruction on grade level content with allotted time to practice/ produce a product showing understanding in all content areas.

Power Hour resources for instructional tasks will be aligned with standards at grade level for interventions.

- Leveled Literacy Instruction- the use of this it to the literacy achievement of students who are not achieving grade-level expectations in reading.

To accelerate learning, building learning targets that progress through taxonomies/ALDS, Build knowledge and vocabulary, Prioritize standards by following the scope and sequence, spot check for understanding or missed learning with formatives-reteach if needed and continue instruction with grade level content.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Strategies needed to accelerate student learning

- Scaffold intentionally, Build knowledge and vocabulary, prioritize the standards, increase guided reading, progress monitor for missed concepts, and the use of Text Sets.
- Facilitate sessions to show acceleration of lesson (differentiate where needed)
- PLCs on Data collection to drive instruction for acceleration, remediation and intervention
- PD on use of Achievement Level Descriptors to create on level tasks and to monitor student progress (will help with higher order work and thinking).
- PD and Implementation of BEST Standards and continued unpacking of Florida Standards using Items Specs to assist with instructional tasks.
- PD on New Florida Wonders Series for alignment
- PLCS on the use of best-researched driven intervention resources
- Collaborative PLCS to create formatives from data collected samples.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Creation of formatives by and with School and District Based Coaches
- Teacher Leader Cadre will provide science support
- New Teacher support by Administration, Coaches and Interventionist will be ongoing
- The new Reading Interventionist will serve in the capacity to support reading in targeted grades and support with the new Reading Series..
- Monthly review of work samples, use of progress monitoring tools, and quarterly progress monitoring to guide and adjust instruction and groups.
- Extended Day Collaborative Planning sessions
- Write Score training to support writing in grades 3 -5.
- PD with Para support staff on supporting push-in small groups.
- Extended day tutoring for students.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Instructional Practice as it relates to Standards aligned instruction will focus on instructional best practices, effective use of assessments and monitoring of implementation to impact future outcomes. Students have currently being performing below grade level with over 50% scoring in the lower percentile and per the progress monitoring data, so has all ESSA groups.

Measurable Outcome: As a result of standards aligned instruction and acceleration in core content areas, at least 47% of students will score a proficient rating on each of the state assessments (Reading, Math and Science). All ESSA groups will perform at least 41% in their groups.

Monitoring: This Area of Focus will be monitored through supporting collaborative planning, observation of implementation of intentional best practices toward grade level standards. Collection of student samples. Analysis of monitoring forms and class walks. Observations and learning walks.

Person responsible for monitoring outcome: Donna Camp (donna.camp@polk-fl.net)

Evidence-based Strategy: Implementation of new Standards and the right taxonomy level and unpacking of FSA standards using resources to target content limits and depth needed for rigorous instruction.
 *Assistance of Achievement Level Descriptors to create tasks/formatives that assist with the progression/alignment of standards.
 *Address whole group and small group instruction in all planning sessions.
 *Item Specifications for clarification and limits

Rationale for Evidence-based Strategy: Consistent use of these evidence-based strategies, ensures that instruction is aligned to standards and their intent, planned in a way to meet the needs of all students and increase their learning growth.

Action Steps to Implement

1. Professional Development in learning the BEST Standards along with Florida Standards.
2. Collaborative planning for explicit instruction. (Teacher Scaffolding of Information and Tasks).
3. PLCs using Leveled Literacy Interventions (LLI), this offers direct instruction to foundational knowledge and skills. Words Their Way, and What's my Place, What's My Value.
4. Use of Title I to purchase technology to aid instruction (doc cameras and earbuds)
5. Use of Unisig to provide supplemental resources for teachers and support staff.
6. Use of Unisig to provide additional collaborative planning days ---planning progressive steps of a cognitively complex task such as investigation, problem solving, inquiry, and decision making.

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

The school based coach will support Math and Science classrooms with implementation of instructional alignment and PLCs of best practices with What's My Place, What's my Value to build number sense.

Person Responsible Ariel Hunt (ariel.hunt@polk-fl.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: To impact achievement, this area of focus will be on remediation, acceleration and intervention for all students. Too many ESSA groups were impacted by minimal available push-in and pull-out support. (4 out of 6 not meeting the Federal Index Requirement).

Measurable Outcome: Due to the low performance in all ESSA groups, the impact of push in and pull outs in small groups are imperative, along with tracking systems to monitoring growth and success. Through this effort, we will see an increase in ESSA groups performing at or about 41% and scoring at a proficient level on state assessments. A collection of tracking forms will analyzed to monitor progress toward these outcomes.

Monitoring: This area will be monitored through support groups, collaborative planning, tutoring, and a collection of work samples.
 Daily walkthroughs with targeted feedback
 Calibration walks
 Para support consistently and intentionally tiered in each grade level.
 Observations and planning.
 Review of planned lessons and their implementation with fidelity.
 Progress monitoring data chats

Person responsible for monitoring outcome: Donna Camp (donna.camp@polk-fl.net)

Evidence-based Strategy: The use of Leveled Literacy Interventions will be used in daily small group and Power Hour, intensive intervention to supplement classroom Literacy teaching. The use of Words Their Way will be used to build work knowledge. Increased analysis of student progress monitoring/performance data within these groups towards this outcome. Development of explicit small group instruction from Florida Wonders. Teachers will be provided a standards monitoring spreadsheet to collect daily and weekly data. The use of these resources will assist the teacher in scaffolding needed skills and being able to quickly assess progress.

Rationale for Evidence-based Strategy: The rationale is that as students are placed in small groups, the benefit from additional instructional time, they have an opportunity to improve in skills and knowledge. Data analysis for planning explicit instruction provides for greater opportunity for success and raising achievement.

Action Steps to Implement

Learning Communities on use of Words Their Way and the Leveled Literacy Intervention for small groups Unisig funds for Ready Florida (Reading and Math) for acceleration/remediation and intervention with all ESSA groups at grade level. These resources will be used as a reteach tool after analysis of weekly assessments and module assessment have been scanned for review. Creation of formative assessments if gaps are found in the resources. Daily and weekly calibration walks with the Instructional team for readiness and implement.

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

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Culture and Environment specifically relating to Positive Behavior Interventions and Supports is this area of focus. It is to improve and integrate all data systems (EWS) and practices affecting student outcomes. Also, to assist teachers on how to utilize these data systems and implement best strategies for positive outcomes. This focus will cultivate a safe and positive learning environment where students can be successful academically and Socially.

Measurable Outcome: Inwood plans are to establish and achieve a positive culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. The review of all school based data systems will assist towards measuring this outcome. (EWS)

Monitoring: This area of focus will be monitored by the monthly review of data at the MTSS meetings
The use and collection of tracking forms for monthly positive celebrations.
Implementation of Sanford Harmony and the daily school-wide classroom expectation chart.
Biweekly review of all EWS for tracking and finding where tiered support is needed.

Person responsible for monitoring outcome: Donna Camp (donna.camp@polk-fl.net)

Evidence-based Strategy: Strategies will include teaching routines, setting high yet clear expectations campus-wide and in the classroom, building positive relationships, and keeping with positive reinforcement.

Rationale for Evidence-based Strategy: The rationale is that a school must provide high expectations combined with high levels of support; have a focus on positive teacher student relationships and provide physical and emotional safety. The use of the right tools, will in cultivating the right climate for learning.

Action Steps to Implement

- Monthly meetings on data collection for interventions.
- Monitor implementation of school wide initiatives: CHAMPS structure and Sandford Harmony.
- Calendar PBIS events for accountability
- Monitor student progress
- MTSS process training
- Parent Collaboration meetings

Person Responsible [no one identified]

The LEA will assist with MTSS process for academic and behavioral support for the learning environment. The LEA will hold monthly meetings to assist with data review and classroom interventions.

Person Responsible Jessica Gavin (jessica.gavin@polk-fl.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: This Area of Focus was identified by 2021 FSA ELA data where 50 percent or more of students, in grades 3 -5, scored below a level 3 on the state assessment.

Measurable Outcome: The school plans to increase its number of proficient students at or above a level 3 in grades 3-5 by repetitive exposure to text, allowing for "close reading," practice to increase opportunities for student thinking and accountable talk to enhance reading comprehension.

Monitoring: Professional Learning Communities
 Data analysis (student artifacts)
 Observations
 Implementation of planned instruction
 Teacher and student data chat
 Daily monitoring mastery of aligned tasks.

Person responsible for monitoring outcome: Donna Camp (donna.camp@polk-fl.net)

Evidence-based Strategy: Close Read evidence-based strategies:
 *Activation of Background Knowledge
 *Make predictions and inferencing
 *Drawing conclusions through accountable talk and writing,
 *Answer and form explicit and implicit text dependent questions.

Rationale for Evidence-based Strategy: The rationale is that these Evidence-based strategies will give students tools to use to increase their reading comprehension skills.
 The criteria selected, are best practices to support academic growth and increase comprehension.

Action Steps to Implement

Professional Development
 Timeline for implementation
 Classroom walks to determine progress and implementation of evidenced based strategies.
 Bi-Weekly feedback to address progress and concerns if needed. (PLCS on-going if needed).

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Inwood's areas of concern are Insubordination; 23 referrals, and Disruptive Behavior; 56 referrals, followed by 11 Simply Battery infractions. Note: Inwood is not listed in the Alex report for a comparison to be made.

The school culture and environment will be monitored by observation of staff and student relations and interactions. Teacher and staff Implementation of best practice strategies for improvement in student responses to school-wide and classroom expectations. Measurable observations will be collected through school wide behavior systems, behavior tracking discussed in MTSS meetings and the early warning system being monitored and data shared regularly with staff for discussion for improvement and support.

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.

The school will build a positive school culture and environment by establishing school-wide expectations for all stakeholders in the building on values, dignity and respect for all. As a school community we will provide parents and our community partners with opportunities to connect and engage in the decision making for the school through Family Engagement. The School Advisory Council will hold quarterly meetings to support school improvement needs. The Winter Haven Community Liaison will be used to increase the community activities and partnerships based on school needs. The Polk Vision partnership will help create a positive culture and environment by providing needed support to parents and students in an extended day format throughout the year.

The school will communicate openly and timely with families through varied methods concerning school matters.

To address teacher needs, the school will use a "needs assessment survey" to support teachers in their work.

Using this tool to build professional learning communities. Teachers will also be provided academic and behavior resources for classroom success. Such as SEL lessons through the use of Sanford Harmony and support from the School Counselor and LEA facilitator.

The school will establish celebrations and awards for students and staff to aid in building a positive school culture. A "Teachers for Teachers" Team will help push initiatives and incentives forward by holding monthly

planning sessions to discuss the pulse of the school.

An intentional school culture that respects and values everyone, significantly impacts teacher capacity and student achievement.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration and teachers will model and establish positive routines and expectations that's inclusive for all students. Providing students ample opportunities to thrive in their learning environment.

Students will take ownership of their learning and interactions with others to help create a positive environment.

An open home-school connection.

The SAC, Community Liaison, and Polk Vision partners will collaborate the needs of the school and of the parents to help further build our community.

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				\$70,805.10
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0611 - Inwood Elementary School	UniSIG		\$22,138.80
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 19 Teachers, 60 hours each @ \$19.42 per hour</i>			
	6300	130-Other Certified Instructional Personnel	0611 - Inwood Elementary School	UniSIG		\$3,495.60
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 3 Coaches/ Interventionists, 60 each @ \$19.42 per hour</i>			
	6300	140-Substitute Teachers	0611 - Inwood Elementary School	UniSIG		\$3,600.00
			<i>Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) 3 Provisionals, 60 hours each @ \$15 per hour</i>			
	6300	210-Retirement	0611 - Inwood Elementary School	UniSIG		\$3,163.16
			<i>Notes: Retirement - 10.82%- Curriculum Planning</i>			
	6300	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$2,236.43
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$55.55
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			

	5100	644-Computer Hardware Non-Capitalized	0611 - Inwood Elementary School	UniSIG		\$7,880.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 20 iPads</i>			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$2,000.00
			<i>Notes: Technology-Related Supplies 20 iPad Cases</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0611 - Inwood Elementary School	UniSIG		\$1,618.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 1 iPad Cart</i>			
	5100	644-Computer Hardware Non-Capitalized	0611 - Inwood Elementary School	UniSIG		\$1,100.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 1 iPad Pro</i>			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$179.00
			<i>Notes: Technology-Related Supplies 1 iPad Pro Case</i>			
	5100	519-Technology-Related Supplies	0611 - Inwood Elementary School	UniSIG		\$149.00
			<i>Notes: Technology-Related Supplies 1 Apple TV</i>			
	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$14,447.86
			<i>Notes: Supplies - Instructional 3 LLI 4th Grade Kits</i>			
	6200	610-Library Books	0611 - Inwood Elementary School	UniSIG		\$4,411.00
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books, music books</i>			
	5100	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$4,330.70
			<i>Notes: bby materials Manipulatives for reading, math, and science</i>			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$54,743.89
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	0611 - Inwood Elementary School	UniSIG		\$5,826.00
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 4 Teachers, 75 hours each @ \$19.42 per hour</i>			
	5900	130-Other Certified Instructional Personnel	0611 - Inwood Elementary School	UniSIG		\$4,369.50
			<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 3 Coaches/Interventionists, 75 hours each @ \$19.42 per hour</i>			
	5900	140-Substitute Teachers	0611 - Inwood Elementary School	UniSIG		\$3,375.00
			<i>Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring 3 Provisionals, 75 hours each @ \$15 per hour</i>			

	5900	150-Aides	0611 - Inwood Elementary School	UniSIG		\$900.00
			<i>Notes: Aides Paraprofessional -Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring 1 Para, 75 hours @ \$12 per hour</i>			
	5900	210-Retirement	0611 - Inwood Elementary School	UniSIG		\$1,565.71
			<i>Notes: Retirement - 10.82% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$1,106.99
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$27.49
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			
	5100	150-Aides	0611 - Inwood Elementary School	UniSIG	1.0	\$16,798.00
			<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210-Retirement	0611 - Inwood Elementary School	UniSIG		\$1,720.38
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5100	220-Social Security	0611 - Inwood Elementary School	UniSIG		\$1,216.35
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0611 - Inwood Elementary School	UniSIG		\$9,288.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0611 - Inwood Elementary School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0611 - Inwood Elementary School	UniSIG		\$30.21
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	510-Supplies	0611 - Inwood Elementary School	UniSIG		\$7,685.28
			<i>Notes: Extended Learning Supplies - Ready Florida</i>			
	5900	310-Professional and Technical Services	0611 - Inwood Elementary School	UniSIG		\$813.38
			<i>Notes: LRC Tutoring Contract</i>			
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$129,960.00