Polk County Public Schools

Inwood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Inwood Elementary School

2200 AVENUE G NW, Winter Haven, FL 33880

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Inwood Elementary is to establish a safe and positive culture that will empower students to take ownership of their education. Together, we will work collectively to rigorously motivate and challenge students to be critical thinkers and future leaders.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Camp, Donna	Principal	Lead staff and faculty Be an instructional transformational leader. Facilitate Leadership team meetings, SAC meetings, CAT meetings. Provide Professional Development for classroom and non-classroom staff. Provide Professional Learning Communities for classroom and non-classroom staff. Support all school programs. Support collaborative planning. Network with business partners and community stakeholders.
Gipson, Azure	Assistant Principal	Assist Principal with leading faculty and staff. Oversee and supervise faculty and staff. Serve on Leadership Team. Serve on SST Team. Attend SAC and CAT meetings. Support the Collaborative planning process. Handle Discipline and its collection of data for support. Collect and analyze EWS data. Assist with the implementation of the SIP and its Action Steps Serve as Title 1 contact
Mustafa, Salaam	Reading Coach	Serve on Leadership team and instructional team. Participate in learning walks. Implement the Coaching cycle. Provide benchmark-aligned resources. Provide Professional Learning Communities to classroom staff. Support collaborative planning. Data Collection and analysis
Williams, Kasmeyne	Teacher, ESE	Serve on Leadership Team Support ESE process Service inclusion students Data collection and analysis Technology Teacher Leader.
Nottage-Dos Santos, Lavieira	School Counselor	Serve on leadership Team. Support students, parents and teachers in ESE process. Serve on SST team. Oversee Sandford Harmony Administer required testing for placement.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

An end of year survey was conducted for parents and staff input on effectiveness of SIP goals and processes. The survey also allowed and will continue to allow input for changes and continuous improvement. The School Advisory Council and Community Assessment Team meetings addressed all Areas of Focus.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored through calibrated learning walks, observations, data collected from Instructional Reviews, and ongoing progress monitoring. These areas will help determine revision of action steps for implementation and impact on the achievement of students.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D

	2018-19: D
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	16	21	18	21	7	22	0	0	0	105
One or more suspensions	6	15	4	12	3	17	0	0	0	57
Course failure in English Language Arts (ELA)	10	22	12	38	1	27	0	0	0	110
Course failure in Math	7	21	7	15	19	40	0	0	0	109
Level 1 on statewide ELA assessment	0	0	0	27	9	24	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	18	13	30	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	18	15	20	6	22	0	0	0	91

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	17	10	29	11	27	0	0	0	103

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	1	14	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	20	24	13	23	0	0	0	101
One or more suspensions	0	6	4	6	3	18	0	0	0	37
Course failure in ELA	0	3	10	0	8	1	0	0	0	22
Course failure in Math	0	2	6	0	4	1	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	12	8	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	10	4	25	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	26	28	32	12	37	0	0	0	135

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	14	6	15	20	0	0	0	64

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	11	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	20	24	13	23	0	0	0	101
One or more suspensions	0	6	4	6	3	18	0	0	0	37
Course failure in ELA	0	3	10	0	8	1	0	0	0	22
Course failure in Math	0	2	6	0	4	1	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	12	8	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	10	4	25	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	26	28	32	12	37	0	0	0	135

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	14	6	15	20	0	0	0	64

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	2	0	11	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Grade Level header spans columns K–8.

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	45	53	33	47	56	29		
ELA Learning Gains				48			40		
ELA Lowest 25th Percentile				39					
Math Achievement*	40	49	59	33	42	50	30		
Math Learning Gains				45			30		
Math Lowest 25th Percentile				27			40		
Science Achievement*	47	41	54	44	49	59	30		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	73	54	59	51			49		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	228
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	2
ELL	48			
AMI				
ASN				
BLK	44			
HSP	39	Yes	3	
MUL				
PAC				
WHT	48			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	1
ELL	41			
AMI				
ASN				
BLK	34	Yes	1	
HSP	38	Yes	2	
MUL				
PAC				
WHT	61			
FRL	38	Yes	2	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			40			47					73
SWD	14			21							2	
ELL	38			38			50				5	73
AMI												
ASN												
BLK	35			33			55				5	70
HSP	30			43			20				5	72
MUL												

| 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	46			54			45				3	
FRL	35			35			42				5	71

| 2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	33	48	39	33	45	27	44					51
SWD	0	57		6	36							
ELL	30	57	50	27	43	38	30					51
AMI												
ASN												
BLK	26	39	31	26	36	20	38					53
HSP	26	63		21	37		35					48
MUL												
PAC												
WHT	57	47		70	69							
FRL	28	46	37	29	44	28	38					50

| 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	29	40		30	30	40	30					49
SWD	0			8								
ELL	19	62		22	38							49
AMI												
ASN												
BLK	27	29		28	26		32					62
HSP	10			14								40
MUL												
PAC												
WHT	57			60								
FRL	25	48		26	33	40	20					55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	43%	0%	54%	-11%
04	2023 - Spring	57%	53%	4%	58%	-1%
03	2023 - Spring	35%	42%	-7%	50%	-15%

| MATH | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	51%	-3%	59%	-11%
04	2023 - Spring	47%	56%	-9%	61%	-14%
05	2023 - Spring	33%	44%	-11%	55%	-22%

| SCIENCE | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	39%	5%	51%	-7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The Third grade ELA end of year progress monitoring showed the lowest performance with 32% proficiency. The contributing factor was inconsistent teacher attendance which resulted in missed equivalent experiences and impactful instruction for student mastery of benchmarks.

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

Third grade ELA showed the greatest decline in proficiency with a 3% decrease from the prior year. The contributing factor was inconsistent teacher attendance which resulted in missed equivalent experiences and impactful instruction for student mastery of benchmarks.

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

The data component with the greatest gap was Fifth grade mathematics, with a 21% deficit when compared to the state average of 55%. Factors that contributed to this gap would be the loss of an instructional staff member in the grade level causing an imbalance in teacher to student ratio and the lack of delivering the full intent of benchmarks to provide equivalent experiences for mastery.

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

Third grade Mathematics showed the most improvement with a 21% increase when compared to the prior school year. New actions consisted of targeted interventions based on student needs, increase in staff providing intervention support, and use of high-quality instructional materials to provide students with equivalent experiences.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The number of students deficient in reading.
The number of students in course failure for ELA and Math.

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

1. Fill vacancies with certified and highly qualified staff
2. Address staff and student attendance
3. Instructional delivery through planning, equivalent experiences, on-going monitoring, and coaching cycles
4. Decrease in student discipline incidents to maximize students instructional time in classrooms and provide a safe and positive learning environment (referrals, elopement, class disruptions, suspensions, physical altercations, etc.).

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data trends of proficiency below 50% indicate this area of focus is critical in maintaining proficiency and to decrease the level of students not performing on or above grade level. Benchmark aligned instruction ensures equivalent experiences and sound instructional best practices that lead to mastery.

The most current ESSA group data shows 4 out 6 failing below the 41% threshold.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State data will show a minimum of +5% proficiency increase in all grades/content areas resulting in 5% of the students just below the proficiency line becoming proficient. The data usage to measure these outcomes will be FAST PM1, PM2, PM3, district progress monitoring assessments, and school-based formative and summative assessments. Instructional coaching cycles and collaborative planning will also be monitored for implementation of benchmark aligned instruction. ESSA groups will also, attain a 5% proficiency in all subgroups.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk-throughs, planning with the Learning Arc, and the use of progress monitoring data offered by district/state-level assessment platforms to ensure students are mastering benchmarks being taught with fidelity. ESSA groups will be monitored by the leadership team using subgroup tracking form to plan for improvement.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Monitor students engaging in equivalent experiences aligned to benchmarks using the standard walkthrough tool.
2. Engage teachers in standards-based planning protocol by continuing the use of the leaning Arc framework.
3. Corrective Reading, Reading Mastery, Number Worlds, iStation and Freckle will used to provide interventions based on identified levels.
4. The Reading Coach, Reading Interventionist, and Math Interventionist will support implementation of evidence-based interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research indicates that student achievement is significantly improved when teachers use effective-based instructional practices to engage students in grade level standards-based equivalent experience.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards Walkthrough Tool
*Create a Leadership Team calibration learning walk schedule

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

By When: Ongoing throughout school year

Standards Walkthrough Tool
*Review data in leadership team meetings, conducting analysis between
SWT and benchmark aligned instruction.
*Share data with staff of outcomes

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

By When: On-going throughout the school year

Collaborative using the Learning Arc.
*Conduct planning sessions on a weekly basis
*Review findings during weekly leadership team meetings.
*Provide feedback to staff of progress towards benchmark aligned instruction.

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

By When: On-going through the school year

Use of a Reading and Math Interventionist
*push in and pull out for remediation and intervention, acceleration.
* to support Corrective Reading
* to support Number Worlds
*Teacher supplies and classroom libraries.

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

By When: On-going

Provision of Extended Learning (Tutoring)
*Target groups in all subject areas

Person Responsible: Azure Gipson (azure.gipson@polk-fl.net)

By When: Begin by October.

Professional Development for Instructional best practices towards aligned tasks.

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

By When: on going

Open Media Reading Initiative:
Reading to promote Accelerated Reading and literacy. Reading Coach/Interventionist/Teacher will offer reading support.
Provide available Saturday hours for students and parents.

Person Responsible: Azure Gipson (azure.gipson@polk-fl.net)

By When: Monthly.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers will implement PBIS strategies and utilize discipline data that will result in positive behavioral outcomes for all students. This Area of Focus will cultivate a safe and positive learning environment where students can be successful at all times and promote the best use of instructional time.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through this Area of Focus, the school will see a 10% decrease in office referrals in order to increase student's time on task in the classroom and limit disruptions to the learning environment for all students.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by reviewing Discipline Reports and Student Behavior Tracking Forms. Discipline Data will be shared with staff monthly during faculty meetings.

Person responsible for monitoring outcome:

Azure Gipson (azure.gipson@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence based strategies will include teaching schoolwide routines through the use of the CHAMPS model and setting high yet clear expectations through the PBIS framework, campus wide for all students by using positive reinforcements. Teachers will align their classroom rules to the schoolwide expectations. Sandford Harmony will used to address the Social Emotional Learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school will provide high expectations combined with high level of support that focuses on a positive teacher student relationship. Research has shown that using PBIS strategies reduces discipline incidents and increases student engagement to maximize instructional time.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create PBIS Calendar of Events

Person Responsible: Azure Gipson (azure.gipson@polk-fl.net)

By When: August 11, 2023

Create Student and Staff Tracking Cards.

Person Responsible: Azure Gipson (azure.gipson@polk-fl.net)

By When: August 11, 2023 and throughout the school year.

Train Staff on implementation of PBIS strategies.

Person Responsible: Azure Gipson (azure.gipson@polk-fl.net)

By When: August 11, 2023 and ongoing as needed.

Add PBIS data review to the leadership team agenda.

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

By When: Monthly

Monitor implementation and usage of PBIS strategies in the classroom and around school campus.

Person Responsible: Azure Gipson (azure.gipson@polk-fl.net)

By When: Ongoing throughout the school year.

Provide multi-tiered support for students and staff as needed.

Person Responsible: Lavieira Nottage-Dos Santos (lavieria.nottage01@polk-fl.net)

By When: Ongoing throughout the school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process for reviewing school improvement funding allocations were addressed through SAC meetings, School Leadership team meetings, and school surveys. All EWS for students and staff were taken into consideration when planning the use of funds. Due to personnel shortage, some funding has been allocated for two building substitutes and a math interventionist. This action ties back to providing Benchmark aligned instruction by ensuring students are given the opportunity to receive consistent instruction. Having consistent personnel in place supports implementation of academic school wide expectations.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

This area was identified by the 2023 F.A.S.T data showing more than 57 percent of students with substantial reading deficiencies, indicating the percent not on track to being proficient.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

This area was identified by the 2023 F.A.S.T. data showing more than 50% scoring at a level 1 or level 2 on the PM3 F.A.S.T. data.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The school plans to use each progress monitoring to track outcomes. The number of students not on track, will decrease by 10%.

Grades 3-5 Measurable Outcomes

The school plans to use each progress monitoring to track outcomes. The number of students not on track, will decrease by 10%.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Benchmark Aligned Instruction relating to ELA will be monitored through the analysis of weekly formative and summative assessments and quarterly progress monitoring data. Data from these systems, will be used to plan instruction to impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Camp, Donna, donna.camp@polk-fl.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Implementation of Corrective Reading
Implementation of Reading Mastery and Phonics to Read
Additional small group support with Leveled Literacy Intervention

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

These programs will address deficient areas in reading and are effective in improving reading skills.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
The instructional team will provide professional development and planning sessions to facilitate learning with teachers to build skills and best practices for planning for and teaching reading. The Literacy Coach will use the coaching cycle to provide support. Progress monitoring data will be collected to assess outcomes of student learning.	Camp, Donna, donna.camp@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated through sharing its goals and areas of focus in SAC/CAT meetings, faculty meetings and during parent nights. The goals and actions in the SIP plan will be addressed at monthly and/or quarterly meetings for adjustments. Parents will have an opportunity to see goals and action steps in the Parent Family Engagement notebook located in the school office and through school surveys. The SIP can be located by all stakeholders on the school's webpage: inwood.polkschoolsfl.com.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Inwood plans to build positive relationships with parents, families, and other community stakeholders by hosting family engagement activities. Student's progress will be shared during student-teacher conferences, parent nights, monthly newsletters and flyers, in the parent portal, communication folders and student agendas. The Family Engagement Plan is publicly available in the school's front office and on the school's webpage: inwood.polkschoolsfl.com.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program by using academic coaches, interventionists and paraprofessionals to support student learning. To address the Area of Focus of Benchmark Aligned Instruction, the school will use collaborative planning, MOU extended day planning, and Professional Development to increase the amount and quality of learning time for students. After data analysis, the school will offer tutoring during and after school to provide an enriched and accelerated learning experience. To address the Area of Focus of Positive Behavior Support, the school will hold monthly PBIS/MTSS meetings to focus on the amount and quality of learning. The behavior interventionist will be used to support staff and students for positive behavior implementation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This School Improvement Plan is developed with coordination and integration of feedback from district and state instructional reviews, School Improvement Planning trainings, professional development from

the Summer Leadership Academy, and collaborative sessions with the Title I Senior Coordinator over federal programs.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school holds monthly mental health meetings with the school counselor, mental health facilitator, school social worker, and site-based administration. The school offers individual counseling and works with specialized support services to develop plans and improve students' skills outside of academic subject areas.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school coordinates transition events for all students and holds articulation meetings for students with disabilities in preparation for and awareness for postsecondary opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school trains staff on school wide discipline expectations and follows the L.E.A.D (PBIS framework) for monitoring school wide discipline. Teachers create individualized classroom plans for alignment to school wide expectations. The school holds monthly PBIS meetings to review behavior data for a tiered model for student support. The behavior interventionist, behavior technician, school counselor, mental health counselors, and PBIS facilitator all provide services for implementation. As needed SST (student support team) meetings are held to address needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school provides weekly collaborative planning sessions, academic coaches support cycles, professional development trainings, and professional learning communities around instruction and data to improve instructional delivery and engagement. The school leadership team also holds response to data meetings for next steps in instruction.
In an effort to recruit and retain effective teachers, the school collaborates with the district in the hiring process. The PEC mentor holds individual support cycles to build pedagogy and teacher efficacy. The Teacher Engagement Ambassador assists new teachers by providing ongoing support with culture and school operations. Additionally, the district offers a collective bargaining stipend to teachers to fill critical shortage areas.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school holds a Kindergarten Round Up event in the Spring to assist preschool families with transition from early childhood education programs to local elementary school programs. During the summer, a Kindergarten Readiness Camp is held to expose and prepare students for kindergarten curriculum. The Early Childhood Advocate provides families with important school information throughout the school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$129,326.69
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	0611 - Inwood Elementary School	UniSIG	1.0	$55,904.40
			Notes: Other Certified Instructional Personnel - School based/ Reading Interventionist			
	5100	210	0611 - Inwood Elementary School	UniSIG		$7,586.23
			Notes: Retirement - 13.57% - Reading Interventionist			
	5100	220	0611 - Inwood Elementary School	UniSIG		$4,276.69
			Notes: Social Security y -7.65% - Reading Interventionist			
	5100	231	0611 - Inwood Elementary School	UniSIG		$11,028.00
			Notes: Health and Hospitalization - Reading Interventionist			
	5100	232	0611 - Inwood Elementary School	UniSIG		$21.60
			Notes: Life Insurance - Reading Interventionist			
	5100	240	0611 - Inwood Elementary School	UniSIG		$313.06
			Notes: Workers Compensation - .56% - Reading Interventionist			
	6400	310	0611 - Inwood Elementary School	UniSIG		$3,301.20
			Notes: Subs for Staff Development, 4 days, 6 subs for day for teachers to participate in staff development at the rate of $137.55 per sub			
	5100	510	0611 - Inwood Elementary School	UniSIG		$6,499.91
			Notes: Supplies - Instructional (copy paper, notebook paper, folders, notebooks, markers, pencils, folders, chart paper)			
	5100	510	0611 - Inwood Elementary School	UniSIG		$5,000.00
			Notes: Classroom Libraries and/or guided reading books, Vendor- Follett $250 worth of books for 20 classrooms			

	5900	120	0611 - Inwood Elementary School	UniSIG		$9,800.00
			Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, 5 teachers, 2 hours per week for 28 weeks, $35 per hour			
	5900	130	0611 - Inwood Elementary School	UniSIG		$1,960.00
			Notes: Other Certified Instructional Personnel- interventionists to provide supplementary after school, 1 Reading Interventionist, 2 hours per week for 28 weeks, $35 per hour			
	5900	210	0611 - Inwood Elementary School	UniSIG		$1,595.83
			Notes: Retirement - 13.57% - Instructional personnel for extended learning			
	5900	220	0611 - Inwood Elementary School	UniSIG		$899.64
			Notes: Social Security - 7.65% - Instructional personnel for extended learning			
	5900	240	0611 - Inwood Elementary School	UniSIG		$65.86
			Notes: Workers Compensation -.56% - Instructional personnel for extended learning			
	6150	120	0611 - Inwood Elementary School	UniSIG		$5,600.00
			Notes: Classroom Teachers - Stipends for Classroom Teachers to assist with family engagement activities, Saturday Open Media Initiative, 8 teachers, 2 hours, once a month for 10 month, $35 per hour			
	6150	130	0611 - Inwood Elementary School	UniSIG		$700.00
			Notes: Other Certified Instructional Personnel - Stipends to assist with parent/family engagement activities - Saturday Open Media Initiative, 1 Reading Interventionist, 2 hours, once a month for 10 month, $35 per hour			
	6150	210	0611 - Inwood Elementary School	UniSIG		$854.91
			Notes: Retirement - 13.57% - Parent/Family Engagement			
	6150	220	0611 - Inwood Elementary School	UniSIG		$481.95
			Notes: Social Security - 7.65% -Parent/Family Engagement			
	6150	240	0611 - Inwood Elementary School	UniSIG		$35.28
			Notes: Workers Compensation - .56% - Schools-Parent/Family Engagement			
	6400	160	0611 - Inwood Elementary School	UniSIG	0.14	$9,714.52
			Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.			
	6400	210	0611 - Inwood Elementary School	UniSIG		$1,333.74
			Notes: Retirement - 13.57% -Coaches - School based /School paid			
	6400	220	0611 - Inwood Elementary School	UniSIG		$751.89

			Notes: Social Security - 7.65% staff development activities for instructional staff at the school			
	6400	231	0611 - Inwood Elementary School	UniSIG		$1,543.92
			Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science			
	6400	232	0611 - Inwood Elementary School	UniSIG		$3.02
			Notes: Life Insurance - Coaches - School based /School paid			
	6400	240	0611 - Inwood Elementary School	UniSIG		$55.04
			Notes: Workers Compensation .56% - School based Coaches - Math, Literacy, Science			
2	III.B.	**Area of Focus: Positive Culture and Environment: Other**				**$0.00**
					Total:	**$129,326.69**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No