

Polk County Public Schools

Inwood Elementary School



2017-18 School Improvement Plan

Inwood Elementary School

2200 AVENUE G NW, Winter Haven, FL 33880

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	39
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	41

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Inwood Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Inwood Elementary is to develop students to become self sufficient productive members of society. Whether the path of college or career is selected, we want to provide positive tax paying contributing members to our world.

b. Provide the school's vision statement

Inwood Elementary's school vision is to create a learning environment where students are recognized as individuals that feel respected and valued so they can be successful academically, socially, and emotionally.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Inwood Elementary will use a variety of techniques to learn about our students' cultures and build relationships between teachers and students. We will use data collected from interest and belief surveys, to make informed decisions to build relationships. Academic parent events, community events, and Homework Help Nights will help build trusting relationships between the school and the student, as well as between the school and home.

In addition, all of the staff at Inwood Elementary will participate in school-wide professional development based on the books, Marzano's Essentials of Rigor.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Inwood Elementary uses professional learning communities to work together to develop techniques and strategies that create safe and respectful learning communities before, during, and after school. Inwood Elementary is a school where all students are provide a healthy breakfast and lunch. Before school, students are welcomed into the school and have a central meeting location where staff members are there to monitor and assist to ensure the environment is safe and the students' needs are being met. After school, all staff members work together to ensure the safety of the students as they exit the campus.

Inwood Elementary is a Positive Behavior Support School. Our school-wide expectations are for students to:

Be Respectful
Be Responsible
Be Ready

These expectations are taught, modeled, and reinforced school-wide by all staff members. All staff members models and reinforces these expectation by recognizing students and peers for be respectful, responsible, and ready.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Inwood Elementary is a Positive Behavior Support School. Our school-wide expectations are for students to:

Be Respectful
Be Responsible
Be Ready

Staff members have been provided professional development on the Positive Behavior Intervention Support and the School-wide Discipline Policies and Procedures Protocol.

The MTSS team meets monthly to discuss tier 2 and tier 3 behaviors and develop interventions to ensure successful, engaging learning environments where ALL students succeed.

We will continue the implementation of CHAMPS, which is designed to provide a classroom management system to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Inwood Elementary has a full time guidance counselor and a part time school psychologist. A checkin/check-out program is used within the school to provide services of Tier 2 interventions to identified students with a school based mentor. Through monthly MTSS meetings, students who are identified with specialized needs will be addressed individually and recommended for school-based and district-based programs that are available to meet their needs. Meeting the emotional needs of the students is a mental health therapist that services students receiving mental health therapy services according to their IEP.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

A report generated by the Early Warning System is available to the school using the Performance Matters. Monthly meetings held by the MTSS team, as well as the PBS team meet to discuss the Early Warning Report and Discipline Reports to identify high risk students. Each month the MTSS team with all grade levels to discuss student academic progress and discipline indicators. Progress monitoring data is collected and reviewed monthly so that intervention plans can be developed or modified and identified by the data.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	11	10	9	11	8	9	0	0	0	0	0	0	0	58
One or more suspensions	7	8	8	10	6	19	0	0	0	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	3	31	0	0	0	0	0	0	0	47
Math FCAT 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		2	2	3	5	5	11	0	0	0	0	0	0	28

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

A report generated by the Early Warning System is generated made available to the school through the Performance Matters. On the first Tuesday of each month, the MTSS Team meets with all grade levels and discusses the information generated in the report, information from teachers, and RtI Progress monitoring. RtIB is also discussed and behavior goals are discussed and set. Data is collected and student progress is recorded and discussed. New plans are created if necessary. Our principal, assistant principal and guidance counselor lead the team.

The district assigned Social Worker meets each week the Assistant Principal, Guidance Counselor, and Terminal Operator to discuss students identified by the early warning systems and attendance reports generated in Genesis. Intervention plans are create and meetings with parents are held. Incentive reward program are used to regard students for being at school on time and present. Homerooms are rewarded with pencils, stickers, and stamps for being at school on time.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Title I Parent Involvement Plan has been filed with the state.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Inwood Elementary is actively seeking to establish business partners in the community. At this time, the business partners involved are members of the School Advisory Council. In addition to the Title I Parent Involvement Plan, Inwood Elementary has a community involvement plan that includes one nightly community event a month, one homework help night (all community members welcome) each month, and one community involvement academic nightly event a month. The purpose of the events is the create a partnership with the school and the community.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
BRUNO, POLLY	Principal
Neidringhaus, Laura	Assistant Principal
Sanders, Hope	Instructional Coach
McNalley, Stephanie	Teacher, K-12
Miller, Noel	Instructional Coach
Radomski, Anne	Instructional Coach
Williams, Kasymene	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

This team will meet a minimum of three times a month with a focus on the Continuous Improvement Model of plan, do, act, and check. Data is collected by administration, instructional coaches, and guidance.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part A

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

Administration, Polly Bruno and Laura Neidringhaus oversee the use of funds for instructional resources to provide interventionist for students identified with academic needs.

The Math Interventionist will pull small groups to provide additional instructional support for students identified with academic needs using previous years FSA Mathematics data, STAR Math, Istation Mathematics, Formative Assessments and Summative Assessments.

After-School support programs will be implemented and facilitated by administration with the support of instructional coaches and staff members.

Parent Involvement - Laura Neidringhaus, Assistant Principal is the contact person who oversees the Parent Involvement Program - Parent Nights and Family Activities for the year will be support by all staff to increase the level of involvement and relationship building.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

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

Nutrition Programs

Inwood Elementary was a summer feeding program during the 2017 Polk County Schools Power Up Reading Camp.

Housing Programs

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

Adult Education

N/A

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Justin Hollingshead	Business/Community
Polly Bruno	Principal
Ariel Allums	Parent
Cyndy Ashley	Parent
Sylvia Loya	Business/Community
Kasyme Williams	Teacher
Maria Santana	Parent
Dayna Gaut	Business/Community
Trevor Allen	Business/Community
Janee Smith	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed data from statewide testing, discipline reports, Early Warning Indicators, 2015-2016 School Climate Survey information, on-going progress monitoring, as well as addressed Class Wallet and other new school initiatives.

b. Development of this school improvement plan

Throughout the 2016-2017 academic year, the SAC reviewed the 2016-2017 SIP and made suggestions for improvements. These suggestions were used to guide the goals, barriers, resources, and strategies for the 2017-2018 SIP.

The School Improvement Plan will be disseminated to the parents at the Title I Annual Meeting / Parent Open House on September 7, 2017. A copy of the School Improvement Plan will be posted on the school website. In addition, a copy can be found in the Title I Parent Involvement Notebook in the lobby area of the school for all parents to review at anytime.

The School Improvement Plan will be disseminated to the staff on Data Day, September 18, 2017.

c. Preparation of the school's annual budget and plan

Throughout the year, the SAC reviews budget reports, Title I Reports, SIP, academic reports, and discipline data to make decisions regarding revisions to the SIP and the budget. Allocation of funds such as school recognition and lottery funds were decided upon and voted on the SAC.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds from Title I was be used for professional development, increasing the level of technology for hands-on learning, providing support by having a Behavior Interventionist, and Para Educators to assist with small group remedial instruction.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
BRUNO, POLLY	Principal
Neidringhaus, Laura	Assistant Principal
Sanders, Hope	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

1. Lesson Study using the coaching model.
2. Uses data from a variety of assessments to make informed curriculum decisions.
3. Utilize Differentiated Instruction techniques.
4. Evidenced Based Textual Reading Responses.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers at all grade levels will have 2 days a week so they participate in professional learning communities (PLC) and collaborative planning. Teacher will collaboratively plan on Tuesdays & Thursdays with the school reading and math coaches. The last 10 minutes of the planning will be administrative and behavior updates.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Highly effective teachers will be paired with new teachers, or teachers with identified needs. Instructional coaches and administration will also serve as mentors. A new club of "Rookie Roundtable" will be developed for new teachers and new teachers to Inwood. In this bi-monthly meeting, teachers will discuss current issues and concerns based on teacher feedback. The first month's topics have been predetermined: Classroom Management and How to actively engage your students.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Inwood Elementary, Florida Standards and learning maps are used to drive planning, data from assessments, student work samples and observations are used to drive instruction. Teachers at each grade level will participate in collaborative planning using the Florida Standards. In addition, professional development is being provided to all teachers on understanding the expectation of the new standards.

Teachers will collect data on benchmark assessments, student work samples and observations to ensure students are mastering all grade level standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Inwood Elementary, administration holds data chats with teachers and students. During collaborative planning sessions, data is used to make curriculum decisions and differentiate instruction. While assessing data, we look into the different types of learning strategies teachers can utilize to increase mastery on standards. In addition to collaborative planning sessions, data is collected for monthly MTSS meetings. The MTSS Team meets with all teachers during individual grade level meetings to discuss diagnostic data, progress monitoring data, and classroom data to make curriculum decision and develop intervention plans.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 360

We have decided to utilize professional development to strengthen our core instruction. We have 4 new teachers and 7 new teachers to our school, we will be providing support through tiered professional development based on walk through information.

Strategy Rationale

The rationale for this strategy is to provide teachers with an increased knowledge of their subject standards and their understanding of the best instructional strategies.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

BRUNO, POLLY, polly.bruno@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FAIR data, FSA, weekly assessments, on going progress monitoring, District Writing Benchmark Assessment data, and on-going progress monitoring data will used to determine the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

At Inwood Elementary, we currently have one Title I Pre-Kindergarten Program. We do not have have a Head start program. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Parents of our Pre-K students are invited to participate in parent workshops and activities provided by the school.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Inwood_Elementary_0611_Step_Zero_Problem_Solving_Needs_Assessme.pdf

<i>Inwood Elementary (0611) Step Zero Needs Assessment</i>
--

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

See Step Zero Problem Solving Needs Assessment

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

See Step Zero Problem Solving Needs Assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Inwood Elementary will increase student achievement by increasing the level of parent involvement and communication through various school events such as parent data chat nights and parent activities strengthen the relationships between school and home.
- G2.** To increase student achievement, Inwood Elementary will increase the use of technology to engage students and provide opportunities to extend student thinking. We also increase opportunities for students to engage in various sources of reading materials such as Studies Weekly Science and Studies Weekly Social Studies.
- G3.** Using Marzano's Essentials of Rigor Series, we will increase the level of rigor in all elements of instruction and assessments by incorporating more more complex text and learning activities while providing scaffolded instruction and interventions in order to meet the needs of all students.
- G4.** Inwood Elementary will decrease the percentage of students receiving Tier 2 and Tier 3 Interventions by addressing core instruction deficits.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Inwood Elementary will increase student achievement by increasing the level of parent involvement and communication through various school events such as parent data chat nights and parent activities strengthen the relationships between school and home. 1a

G090940

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- Parents to not understand how to interpret data sent home.
- Parents do not feel comfortable discussing data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personalized data reports
- Teachers working with parents to interpret data

Plan to Monitor Progress Toward G1. 8

FSA Achievement data, along with on-going progress monitoring data, parent feedback forms; and parent communication logs will be used to monitor progress throughout the year.

Person Responsible

Laura Neidringhaus

Schedule

Monthly, from 1/17/2018 to 5/17/2018

Evidence of Completion

Increase in parent satisfaction on parent feedback / evaluation forms; increase in student achievement on STAR / STAR Early Literacy; STAR Math; Istation Reading; Istation Math; AR scores; and formative and summative assessments.

G2. To increase student achievement, Inwood Elementary will increase the use of technology to engage students and provide opportunities to extend student thinking. We also increase opportunities for students to engage in various sources of reading materials such as Studies Weekly Science and Studies Weekly Social Studies. **1a**

G090939

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal **3**

- Students do not have access to technology at home.
- There is lack of student engagement

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iPad classrooms
- Laptop for research and project-based learning
- Document cameras to aid classroom instruction
- Multi-Media Sources for presentation of subject matter such as Social Studies Weekly.

Plan to Monitor Progress Toward G2. **8**

Student performance data will be used to monitor the progress toward meeting the goal.

Person Responsible

POLLY BRUNO

Schedule

Monthly, from 9/7/2017 to 5/14/2018

Evidence of Completion

An increase in student achievement scores on on-going progress monitoring assessments, FSA Assessments, and increase in the number of students actively engaged as measured on the student engagement forms.

Plan to Monitor Progress Toward G2. **8**

Person Responsible

Schedule

Evidence of Completion

G3. Using Marzano's Essentials of Rigor Series, we will increase the level of rigor in all elements of instruction and assessments by incorporating more more complex text and learning activities while providing scaffolded instruction and interventions in order to meet the needs of all students. 1a

G090407

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- 1. Teachers need professional development on rigorous instruction.
- 2. Teachers need professional development on how to interpret and use STAR / STAR Early Literacy Personalized Data Reports

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Mazano's Essentials of Rigor Series
- 2. Year-long professional development of Marzano's Essentials of Rigor Series
- 3. Personalized STAR / STAR Early Literacy; STAR Math; Istation Reading; Istation Math
- 4. .CHAMPS
- 5. Polk County Curriculum Resources (Moodle)
- 6. Eric Jensen books and professional literature on effective strategies to engage students of poverty.

Plan to Monitor Progress Toward G3. 8

FSA ELA and Math Data; STAR / STAR Early Literacy; STAR Math; Formative and Summative Assessments; Reading Wonders Weekly Assessments; Istation Reading and Math; Administrative Collaborative Planning Agendas and Notes; MTSS / Early Warning Meeting Notes; and teacher feedback

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

FSA ELA and Math Data; STAR / STAR Early Literacy; STAR Math; Formative and Summative Assessments; Reading Wonders Weekly Assessments; and Istation Reading and Math.

G4. Inwood Elementary will decrease the percentage of students receiving Tier 2 and Tier 3 Interventions by addressing core instruction deficits. 1a

G090408

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- 1. Teachers need professional development on when to reteach and when to pull back for small group instruction.
- 2. Teachers need professional development on how to ensure fidelity of implementation of Tier 2 and / or Tier 3 interventions and on-going progress monitoring.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Monthly MTSS / Earning Warning Systems Meetings
- 2. Math Interventionist
- 3. Marzano's Essentials of Rigor
- 4. Polk County K-12 Reading Implementation Plan

Plan to Monitor Progress Toward G4. 8

On-growing progress monitoring tools such as STAR, STAR Early Literacy, iStation, and STAR Math Assessment data, benchmark progress monitoring data, along with teacher created on-going progress monitoring will be used to evaluate student progress. In addition, student literacy journals will be used to assess the increasing complexity of student responses supported with textual evidence.

Person Responsible

Laura Neidringhaus

Schedule

Weekly, from 8/14/2017 to 4/27/2018

Evidence of Completion

Student scores as measured by on-going progress monitoring assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Inwood Elementary will increase student achievement by increasing the level of parent involvement and communication through various school events such as parent data chat nights and parent activities strengthen the relationships between school and home. **1**

 G090940

G1.B1 Parents to not understand how to interpret data sent home. **2**

 B243001

G1.B1.S1 Teachers will meet one-on-one with parents after school hours to discuss report card grades and on-going progress monitoring data. **4**

 S256164

Strategy Rationale

Helping parents understand how to interpret data will allow them to better understand their child's strengths and weaknesses. It also provides opportunities to strengthen the relationship between the school and home.

Action Step 1 **5**

Parent Data Chat Nights

Person Responsible

Laura Neidringhaus

Schedule

Semiannually, from 1/17/2018 to 4/27/2018

Evidence of Completion

Data Chat / Report Card Conference Agendas and Meeting Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

We will monitor the how the Data Chat / Report Card Conference Nights are scheduled; Parent Evaluation Feedback Forms; and the Data Chat / Report Card Conference Agendas that will be used.

Person Responsible

Laura Neidringhaus

Schedule

Semiannually, from 1/16/2018 to 3/30/2018

Evidence of Completion

Increased student achievement on student's on-going progress monitoring; Parent evaluation feedback surveys.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Parent communication and student achievement results on FSA and on-going progress monitoring will be used to monitor effectiveness.

Person Responsible

POLLY BRUNO

Schedule

Monthly, from 1/17/2018 to 5/18/2018

Evidence of Completion

Evidence will be collected during monthly MTSS / Early Warning System Problem Solving Meetings. We will look at on-going progress monitoring data and early warning indicators.

G2. To increase student achievement, Inwood Elementary will increase the use of technology to engage students and provide opportunities to extend student thinking. We also increase opportunities for students to engage in various sources of reading materials such as Studies Weekly Science and Studies Weekly Social Studies. 1

G090939

G2.B1 Students do not have access to technology at home. 2

B242998

G2.B1.S1 We will increase the level of student engagement and hands-on learning with an increased use of technology. 4

S256165

Strategy Rationale

Engaging students with real-world application of technology will increasing the level of student engagement and increase technology fluency.

Action Step 1 5

Teachers will integrate hands-on technology and actively engage students in the learning process.

Person Responsible

Laura Neidringhaus

Schedule

Monthly, from 9/14/2017 to 5/18/2018

Evidence of Completion

The evidence will be collected during classroom walkthroughs, student progress monitoring data, collaborative planning meeting notes, and student interest survey.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will monitor the fidelity of implementation by classroom observation and review on student on-going progress monitoring data

Person Responsible

POLLY BRUNO

Schedule

Monthly, from 9/19/2017 to 5/11/2018

Evidence of Completion

Student progress monitoring data will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

During classroom observations, the effectiveness will be monitored by using student engagement forms. In addition, student on-going progress monitoring data will be reviewing.

Person Responsible

Laura Neidringhaus

Schedule

Biweekly, from 11/16/2017 to 5/14/2018

Evidence of Completion

Teachers walkthrough feedback forms and teacher data chats to review student engagement forms will be used to monitor effectiveness.

G2.B3 There is lack of student engagement 2

 B243000

G2.B3.S1 We will increase the level of student engagement and hands-on learning with an increased use of technology. 4

 S256166

Strategy Rationale

Engaging students with real-world application of technology will increasing the level of student engagement and increase technology fluency.

Action Step 1 5

Teachers will plan and implement instructional activities integrating technology.

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Administrative collaborative planning notes; lesson plans; classroom walkthrough observations; student achievement data.

G3. Using Marzano's Essentials of Rigor Series, we will increase the level of rigor in all elements of instruction and assessments by incorporating more more complex text and learning activities while providing scaffolded instruction and interventions in order to meet the needs of all students. 1

G090407

G3.B1 1. Teachers need professional development on rigorous instruction. 2

B241398

G3.B1.S1 Using Marzano's Essentials of Rigor series, provide professional development for all teachers in order to align the level of rigor of instruction with the level of rigor of assessments. 4

S254451

Strategy Rationale

This professional development will provide teachers with a more clear understanding of the the intent of rigor of the Florida Standards, as well as how to provide scaffolded instruction and interventions to meet the needs of all students.

Action Step 1 5

Professional development will be provided to teachers to understand the depth of the standards.

Person Responsible

Laura Neidringhaus

Schedule

Weekly, from 8/14/2017 to 5/11/2018

Evidence of Completion

The end of unit assessments with weekly assessments will be measured against the item specifications to deem whether or not they are meeting the rigor of the standard.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will monitor through daily classroom observations; weekly lesson plan review; professional development; coaching forms; administrative collaborative planning agendas and notes; teacher feedback surveys. Teachers will incorporate Florida Studies Weekly Science and Florida Studies Weekly Social Studies.

Person Responsible

Laura Neidringhaus

Schedule

On 5/17/2018

Evidence of Completion

Increase in student achievement on FSA, STAR / STAR Early Literacy, Istation Reading, Istation Math, formative and summative assessments, STAR Math, as well as Walkthrough feedback forms, lesson plan rubrics; professional development agendas and teaching materials; and administrative collaborative planning notes and agendas.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrative will monitor for effectiveness through classroom observations and teacher feedback and data chat sessions. During monthly MTSS meetings, administration will use the Continuous Improvement Model to use current data to make the necessary adjustments to meet the needs of all learners.

Person Responsible

POLLY BRUNO

Schedule

Monthly, from 9/5/2017 to 5/17/2018

Evidence of Completion

Increase in student achievement on FSA, STAR / STAR Early Literacy, Istation Reading, Istation Math, formative and summative assessments, STAR Math, as well as Walkthrough feedback forms, lesson plan rubrics; professional development agendas and teaching materials; and administrative collaborative planning notes and agendas.

G3.B2 2. Teachers need professional development on how to interpret and use STAR / STAR Early Literacy Personalized Data Reports 2

 B241399

G3.B2.S1 Staff will participant in year-long diversity training using the books, Engaging Students with Poverty in Mind and Poor Students, Rich Teaching by Eric Jensen to increase their awareness of need for consistency with staff attendance and the effect teacher absenteeism has on student achievement.

4

 S254452

Strategy Rationale

Staff members need to understand how important consistency and develop an understanding of the home environment for the students at Inwood Elementary.

Action Step 1

 5

Administration will conduct data chats and work with teachers to use data to differentiate instruction to meet the needs of all learners

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Increased student achievement on on-going progress monitoring assessments.

Action Step 2

 5

Teachers will participate in a year long professional development to better understand the affects of poverty on student learning to lead to an understanding of the need for consistency and structure at the school level.

Person Responsible

Laura Neidringhaus

Schedule

Monthly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Staff attendance

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Increase in instructional time delivered consistently by highly-qualified teachers; Increased student achievement on on-going progress monitoring assessments.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Increased staff attendance positive effect on student achievement

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Increase in student achievement as evidenced by on-going progress monitoring data including, STAR, STAR Early Literacy, iStation, and STAR Math

G4. Inwood Elementary will decrease the percentage of students receiving Tier 2 and Tier 3 Interventions by addressing core instruction deficits. 1

G090408

G4.B1 1. Teachers need professional development on when to reteach and when to pull back for small group instruction. 2

B241401

G4.B1.S1 Teachers will meet with the MTSS / Early Warning System Team monthly to review data and make instructional decisions to meet the needs of all learners. 4

S254453

Strategy Rationale

Meeting monthly will allow implementation of the Continuous Improvement Model by reviewing current data and planning next steps to meet the needs of our struggling students. It will also allow us to review Early Warning Indicators to address concerns as they arise.

Action Step 1 5

The MTSS / Early Warning System Team will meet with grade levels to monitor implementation of MTSS to make

Person Responsible

POLLY BRUNO

Schedule

Monthly, from 9/5/2017 to 5/17/2018

Evidence of Completion

Monthly MTSS / Early Warning Systems meeting notes and on-going progress monitoring data.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Student work samples will be reviewed in weekly data meetings to discuss the understanding of the topic as well as progress monitoring data.

Person Responsible

Laura Neidringhaus

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student interactive notebooks, work samples and Reading Wonders Assessment

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

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

G4.B1.S2 During administrative collaborative planning sessions, grade levels will meet with administration and coaches to plan standards-based instruction. During planning sessions, learning targets and goals will be set, as well as rubrics and examples of student evidence of meeting learning targets. 4

S254454

Strategy Rationale

Working collaboratively with administration will provide opportunities for professional growth and ensure plans meet the needs of all learners.

Action Step 1 5

Teachers, in collaborative planning teams, will create rigorous learning center for both the ELA block, science and the Math block based on Florida Standards and reflect high expectations for student learning.

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Student Achievement Reports - i.e.; FAIR Data; IBTP Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

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

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans Student responses to higher-order thinking questions Student written responses citing text based evidence to support responses Increase in student achievement as measured by state, district, and school-based assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Administration will conduct daily walkthroughs and data chats with students reviewing interactive notebooks.

Person Responsible

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

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

G4.B1.S3 Develop a tiered extended learning program to address learning needs of students who were promoted to the next grade with remediation to follow. 4

S260630

Strategy Rationale

Providing students with extended learning opportunities will assist with filling in learning gaps from previous years' instruction.

Action Step 1 5

Implement a tiered extended learning program to address learning deficits of students.

Person Responsible

POLLY BRUNO

Schedule

Biweekly, from 10/2/2017 to 2/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

On-going progress monitoring data will be used to monitor fidelity of implementation

Person Responsible

POLLY BRUNO

Schedule

Monthly, from 10/20/2017 to 3/2/2018

Evidence of Completion

To monitor for fidelity of implementation, we will monitor Istation monthly assessment data, STAR / STAR Early Literact, STAR Math, as well as other on-going progress monitoring data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Administration will monitor the planning and implementation of the lessons that will be implemented during extended learning

Person Responsible

Laura Neidringhaus

Schedule

Weekly, from 10/17/2017 to 2/22/2018

Evidence of Completion

Evidence of the effectiveness will be an increase in Tier 1 students as measured with Istation monthly Priority Reports, as well as increases in STAR / STAR Early Literacy scores.

G4.B2.2. Teachers need professional development on how to ensure fidelity of implementation of Tier 2 and / or Tier 3 interventions and on-going progress monitoring. **2**

 B241402

G4.B2.S1 In order to increase teacher understanding of the state standards, opportunities to align instructional resources are critical. **4**

 S254456

Strategy Rationale

Students need to be taught the standard to the fullest extent of the standard. Therefore, teachers will be provided opportunities to gain knowledge and insight of their standards for their grade level,

Action Step 1 **5**

Administration will conduct collaborative planning sessions with all grade level teachers.

Person Responsible

POLLY BRUNO

Schedule

Weekly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Increase in student achievement as measured by the FAIR assessment; Accelerated Reader scores, STAR / STAR Early Literacy Assessment scores, Istation monthly progress reports, Reading Wonders assessments, and teacher created on-going assessments, and FSA achievement levels.

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor weekly assessments and on going progress monitoring

Person Responsible

Laura Neidringhaus

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Increase in STAR Assessment Scores Increase in the quality of student interactive notebook responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Reading Wonders Weekly Assessments; STAR Assessments; and AR Assessments

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Interactive Notebooks, On going progress monitoring, grade books

Person Responsible

Laura Neidringhaus

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Increase in Accelerated Reader Scores Increase in STAR Assessment Scores Increase in the quality of student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Reading Wonders Weekly Assessments; STAR Assessments; and AR Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G4.B2.S1.A2  A343292	[no content entered]		No Start Date		No End Date once
G4.B1.S1.A2  A335916	[no content entered]		No Start Date		No End Date once
G2.MA2  M364003	[no content entered]		No Start Date		No End Date one-time
G4.B2.S1.MA1  M351038	Interactive Notebooks, On going progress monitoring, grade books	Neidringhaus, Laura	8/22/2016	Increase in Accelerated Reader Scores Increase in STAR Assessment Scores Increase in the quality of student literacy journal responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Reading Wonders Weekly Assessments; STAR Assessments; and AR Assessments	6/9/2017 monthly
G4.B1.S2.MA1  M351034	Administration will conduct daily walkthroughs and data chats with students reviewing interactive...		8/22/2016	Increased student achievement on on-going progress monitoring assessments such as FAIR, Discovery, and teacher created on-going progress monitoring assessments. In addition, administration will be looking for increased complexity in student responses using textual evidence to support / justify responses.	6/9/2017 weekly
G4.B1.S2.MA1  M351035	Administration will monitor collaborative planning sessions to ensure questions are high-order...	BRUNO, POLLY	8/22/2016	Lesson plans Student responses to higher-order thinking questions Student written responses citing text based evidence to support responses Increase in student achievement as measured by state, district, and school-based assessments	6/9/2017 weekly
G4.B2.S1.MA1  M351039	Monitor weekly assessments and on going progress monitoring	Neidringhaus, Laura	8/22/2016	Increase in STAR Assessment Scores Increase in the quality of student interactive notebook responses and increased student academic achievement on on-going progress monitoring assessments such as the FAIR Reading Assessment, Reading Wonders Weekly Assessments; STAR Assessments; and AR Assessments	6/9/2017 biweekly
G4.B1.S1.MA1  M351032	Student interactive notebooks, work samples and Reading Wonders Assessment	BRUNO, POLLY	8/22/2016	Assistant principal will conduct data chats with students. During the data chats, student strengths and weaknesses will be identified. In addition, teacher implementation of strategies will be monitored.	6/9/2017 weekly
G4.B1.S2.A1  A333387	Teachers, in collaborative planning teams, will create rigorous learning center for both the ELA...	BRUNO, POLLY	8/22/2016	Student Achievement Reports - i.e.; FAIR Data; IBTP Assessment Data; On-going Progress Monitoring Data including, but not limited to, benchmark assessment data.	6/9/2017 weekly
G4.B1.S1.MA1  M351033	Student work samples will be reviewed in weekly data meetings to discuss the understanding of the...	Neidringhaus, Laura	8/22/2016	Increasing complexity of student responses based on textual evidence will be used as evidence of completion. Increase in student achievement as measured by; FAIR Reading Assessment and IBTP Assessment data.	6/9/2017 weekly

Polk - 0611 - Inwood Elementary School - 2017-18 SIP
Inwood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S3.A1 A343308	Implement a tiered extended learning program to address learning deficits of students.	BRUNO, POLLY	10/2/2017		2/1/2018 biweekly
G4.B1.S3.MA1 M364199	Administration will monitor the planning and implementation of the lessons that will be implemented...	Neidringhaus, Laura	10/17/2017	Evidence of the effectiveness will be an increase in Tier 1 students as measured with Istation monthly Priority Reports, as well as increases in STAR / STAR Early Literacy scores.	2/22/2018 weekly
G4.B1.S3.MA1 M364135	On-going progress monitoring data will be used to monitor fidelity of implementation	BRUNO, POLLY	10/20/2017	To monitor for fidelity of implementation, we will monitor Istation monthly assessment data, STAR / STAR Early Literact, STAR Math, as well as other on-going progress monitoring data.	3/2/2018 monthly
G3.B2.S1.A2 A333385	Teachers will participate in a year long professional development to better understand the affects...	Neidringhaus, Laura	8/21/2017		3/30/2018 monthly
G1.B1.S1.MA1 M354642	We will monitor the how the Data Chat / Report Card Conference Nights are scheduled; Parent...	Neidringhaus, Laura	1/16/2018	Increased student achievement on student's on-going progress monitoring; Parent evaluation feedback surveys.	3/30/2018 semiannually
G4.MA1 M351040	On-growing progress monitoring tools such as STAR, STAR Early Literacy, iStation, and STAR Math...	Neidringhaus, Laura	8/14/2017	Student scores as measured by on-going progress monitoring assessments.	4/27/2018 weekly
G1.B1.S1.A1 A336278	Parent Data Chat Nights	Neidringhaus, Laura	1/17/2018	Data Chat / Report Card Conference Agendas and Meeting Notes	4/27/2018 semiannually
G3.B1.S1.A1 A333383	Professional development will be provided to teachers to understand the depth of the standards.	Neidringhaus, Laura	8/14/2017	The end of unit assessments with weekly assessments will be measured against the item specifications to deem whether or not they are meeting the rigor of the standard.	5/11/2018 weekly
G2.B1.S1.MA1 M363989	Administration will monitor the fidelity of implementation by classroom observation and review on...	BRUNO, POLLY	9/19/2017	Student progress monitoring data will be used as evidence.	5/11/2018 monthly
G2.MA1 M364002	Student performance data will be used to monitor the progress toward meeting the goal.	BRUNO, POLLY	9/7/2017	An increase in student achievement scores on on-going progress monitoring assessments, FSA Assessments, and increase in the number of students actively engaged as measured on the student engagement forms.	5/14/2018 monthly
G2.B1.S1.MA1 M363994	During classroom observations, the effectiveness will be monitored by using student engagement...	Neidringhaus, Laura	11/16/2017	Teachers walkthrough feedback forms and teacher data chats to review student engagement forms will be used to monitor effectiveness.	5/14/2018 biweekly
G4.B1.S1.A1 A333386	The MTSS / Early Warning System Team will meet with grade levels to monitor implementation of MTSS...	BRUNO, POLLY	9/5/2017	Monthly MTSS / Early Warning Systems meeting notes and on-going progress monitoring data.	5/17/2018 monthly
G3.B1.S1.MA1 M354165	Administrative will monitor for effectiveness through classroom observations and teacher feedback...	BRUNO, POLLY	9/5/2017	Increase in student achievement on FSA, STAR / STAR Early Literacy, Istation Reading, Istation Math, formative and summative assessments, STAR Math, as well as Walkthrough feedback forms, lesson plan rubrics; professional development agendas and teaching materials; and administrative collaborative planning notes and agendas.	5/17/2018 monthly
G3.B1.S1.MA1 M351028	Administration will monitor through daily classroom observations; weekly lesson plan review;...	Neidringhaus, Laura	8/15/2017	Increase in student achievement on FSA, STAR / STAR Early Literacy, Istation Reading, Istation Math, formative and summative assessments, STAR Math, as well as Walkthrough feedback forms, lesson plan rubrics; professional development agendas and	5/17/2018 one-time

Polk - 0611 - Inwood Elementary School - 2017-18 SIP
Inwood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				teaching materials; and administrative collaborative planning notes and agendas.	
G1.MA1 M354644	FSA Achievement data, along with on-going progress monitoring data, parent feedback forms; and...	Neidringhaus, Laura	1/17/2018	Increase in parent satisfaction on parent feedback / evaluation forms; increase in student achievement on STAR / STAR Early Literacy; STAR Math; Istation Reading; Istation Math; AR scores; and formative and summative assessments.	5/17/2018 monthly
G2.B1.S1.A1 A343169	Teachers will integrate hands-on technology and actively engage students in the learning process.	Neidringhaus, Laura	9/14/2017	The evidence will be collected during classroom walkthroughs, student progress monitoring data, collaborative planning meeting notes, and student interest survey.	5/18/2018 monthly
G2.B3.S1.A1 A336286	Teachers will plan and implement instructional activities integrating technology.	BRUNO, POLLY	8/21/2017	Administrative collaborative planning notes; lesson plans; classroom walkthrough observations; student achievement data.	5/18/2018 weekly
G1.B1.S1.MA1 M354643	Parent communication and student achievement results on FSA and on-going progress monitoring will...	BRUNO, POLLY	1/17/2018	Evidence will be collected during monthly MTSS / Early Warning System Problem Solving Meetings. We will look at on-going progress monitoring data and early warning indicators.	5/18/2018 monthly
G4.B2.S1.A1 A333389	Administration will conduct collaborative planning sessions with all grade level teachers.	BRUNO, POLLY	8/15/2017	Increase in student achievement as measured by the FAIR assessment; Accelerated Reader scores, STAR / STAR Early Literacy Assessment scores, Istation monthly progress reports, Reading Wonders assessments, and teacher created on-going assessments, and FSA achievement levels.	5/18/2018 weekly
G3.B2.S1.A1 A333384	Administration will conduct data chats and work with teachers to use data to differentiate...	BRUNO, POLLY	8/14/2017	Increased student achievement on on-going progress monitoring assessments.	5/24/2018 biweekly
G3.MA1 M351031	FSA ELA and Math Data; STAR / STAR Early Literacy; STAR Math; Formative and Summative Assessments;...	BRUNO, POLLY	8/14/2017	FSA ELA and Math Data; STAR / STAR Early Literacy; STAR Math; Formative and Summative Assessments; Reading Wonders Weekly Assessments; and Istation Reading and Math.	5/25/2018 weekly
G3.B2.S1.MA1 M351030	Staff attendance	BRUNO, POLLY	8/3/2017	Increase in instructional time delivered consistently by highly-qualified teachers; Increased student achievement on on-going progress monitoring assessments.	5/25/2018 biweekly
G3.B2.S1.MA1 M351029	Increased staff attendance positive effect on student achievement	BRUNO, POLLY	8/14/2017	Increase in student achievement as evidenced by on-going progress monitoring data including, STAR, STAR Early Literacy, iStation, and STAR Math	5/25/2018 biweekly

V. Professional Development Opportunities

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

G3. Using Marzano's Essentials of Rigor Series, we will increase the level of rigor in all elements of instruction and assessments by incorporating more more complex text and learning activities while providing scaffolded instruction and interventions in order to meet the needs of all students.

G3.B1 1. Teachers need professional development on rigorous instruction.

G3.B1.S1 Using Marzano's Essentials of Rigor series, provide professional development for all teachers in order to align the level of rigor of instruction with the level of rigor of assessments.

PD Opportunity 1

Professional development will be provided to teachers to understand the depth of the standards.

Facilitator

Administration

Participants

Teachers

Schedule

Weekly, from 8/14/2017 to 5/11/2018

G3.B2 2. Teachers need professional development on how to interpret and use STAR / STAR Early Literacy Personalized Data Reports

G3.B2.S1 Staff will participant in year-long diversity training using the books, Engaging Students with Poverty in Mind and Poor Students, Rich Teaching by Eric Jensen to increase their awareness of need for consistency with staff attendance and the effect teacher absenteeism has on student achievement.

PD Opportunity 1

Teachers will participate in a year long professional development to better understand the affects of poverty on student learning to lead to an understanding of the need for consistency and structure at the school level.

Facilitator

Laura Neidringhaus

Participants

Staff

Schedule

Monthly, from 8/21/2017 to 3/30/2018

G4. Inwood Elementary will decrease the percentage of students receiving Tier 2 and Tier 3 Interventions by addressing core instruction deficits.

G4.B1 1. Teachers need professional development on when to reteach and when to pull back for small group instruction.

G4.B1.S1 Teachers will meet with the MTSS / Early Warning System Team monthly to review data and make instructional decisions to meet the needs of all learners.

PD Opportunity 1

The MTSS / Early Warning System Team will meet with grade levels to monitor implementation of MTSS to make

Facilitator

Administration

Participants

Classroom teachers

Schedule

Monthly, from 9/5/2017 to 5/17/2018

G4.B2 2. Teachers need professional development on how to ensure fidelity of implementation of Tier 2 and / or Tier 3 interventions and on-going progress monitoring.

G4.B2.S1 In order to increase teacher understanding of the state standards, opportunities to align instructional resources are critical.

PD Opportunity 1

Administration will conduct collaborative planning sessions with all grade level teachers.

Facilitator

Administration

Participants

Teachers

Schedule

Weekly, from 8/15/2017 to 5/18/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Parent Data Chat Nights				\$4,842.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0611 - Inwood Elementary School	Title, I Part A		\$2,842.00
			<i>Notes: Parent Data Chat / Report Card Conference Nights</i>			
			0611 - Inwood Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Parent Communication Agendas and Parent / Student Homework Folder</i>			
2	G2.B1.S1.A1	Teachers will integrate hands-on technology and actively engage students in the learning process.				\$0.00
3	G2.B3.S1.A1	Teachers will plan and implement instructional activities integrating technology.				\$16,227.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0611 - Inwood Elementary School	Title, I Part A		\$16,227.00
			<i>Notes: iPads; iPad cart; printer; Apple TV; Tablet cart</i>			
4	G3.B1.S1.A1	Professional development will be provided to teachers to understand the depth of the standards.				\$18,740.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0611 - Inwood Elementary School	Title, I Part A		\$12,240.00
			<i>Notes: Florida Studies Weekly Science and Florida Studies Weekly - Social Studies will be used as supplemental content area reading materials.</i>			
			0611 - Inwood Elementary School	Title, I Part A		\$6,500.00
			<i>Notes: Classroom libraries; print shop cost for teacher / student resources; classroom supplies for student learning opportunities.</i>			
5	G3.B2.S1.A1	Administration will conduct data chats and work with teachers to use data to differentiate instruction to meet the needs of all learners				\$0.00
6	G3.B2.S1.A2	Teachers will participate in a year long professional development to better understand the affects of poverty on student learning to lead to an understanding of the need for consistency and structure at the school level.				\$0.00
7	G4.B1.S1.A1	The MTSS / Early Warning System Team will meet with grade levels to monitor implementation of MTSS to make				\$66,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Polk - 0611 - Inwood Elementary School - 2017-18 SIP
Inwood Elementary School

	5100	130-Other Certified Instructional Personnel	0611 - Inwood Elementary School	Title, I Part A		\$66,000.00
			<i>Notes: Math Interventionist</i>			
8	G4.B1.S1.A2					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0611 - Inwood Elementary School	Title, I Part A		\$0.00
9	G4.B1.S2.A1	Teachers, in collaborative planning teams, will create rigorous learning center for both the ELA block, science and the Math block based on Florida Standards and reflect high expectations for student learning.				\$0.00
10	G4.B1.S3.A1	Implement a tiered extended learning program to address learning deficits of students.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0611 - Inwood Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Extended Learning (after school) for students who were retained with remediation to follow and other students identified by on-going progress monitoring data.</i>			
11	G4.B2.S1.A1	Administration will conduct collaborative planning sessions with all grade level teachers.				\$10,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0611 - Inwood Elementary School	Title I, Part A		\$10,450.00
			<i>Notes: Substitutes for curriculuming planning day with administration.</i>			
12	G4.B2.S1.A2					\$0.00
					Total:	\$126,259.00