R. Clem Churchwell Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

R. Clem Churchwell Elementary School

8201 PARK BYRD RD, Lakeland, FL 33810

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	C	D*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Churchwell Elementary School, we the students, parents, staff, and community will work as a team in a positive environment and experience success each day through meaningful activities using all available resources.

Provide the school's vision statement.

Churchwell Elementary, our school and community, envisions a curriculum delivered through effective teaching practices to prepare our students for the twenty-first century and its work force. Teachers here are committed to professional development. The curriculum will be integrated and will provide the students the opportunity to work with real world experiences which will enhance learning. Emphasis will be placed on concepts and applications of mathematics to help our students communicate mathematically, and apply mathematical skills to real life. We will assess kindergarten through fifth grade students through skill grouping. We will utilize our social skills instruction, peer mediation and conflict resolution to encourage the acceptance of self and others. Through the integration of technology into the curriculum, teacher and student will access information and apply it to their learning experience.

School Leadership Team

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

Name	Title
Agard, Jacqueline	Principal
Kalch, Laura	School Counselor
McClellan, Kathy	Instructional Coach
Friedt, Maria	Instructional Coach
Skiles, Carlene	Teacher, K-12
Gilmore, Milton	Teacher, K-12
Alexander, Reyna	Teacher, K-12
Hall, Anna	Teacher, K-12
hine, molly	Teacher, K-12
Hardee, Taryn	Assistant Principal
Ritter, Daniel	Teacher, ESE
Mullens, Kelly	Teacher, K-12
Clark, Heather	Teacher, K-12
Jimmerson, Amber	Teacher, K-12
Kennedy, Jessica	Teacher, K-12
Griffis, Sherra	Teacher, K-12
Oestreich, Page	Teacher, ESE

Duties

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

Each member represents a grade level or department and is tasked with disseminating information with their grade level colleagues. The department or grade level leader also shares concerns from their colleagues and brings issues that may need resolution to the Leadership Team.

Early Warning Systems

Year 2017-18

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	25	23	14	14	21	14	0	0	0	0	0	0	0	111
One or more suspensions	1	5	2	3	4	7	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	7	18	23	7	3	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	4	5	10	0	0	0	0	0	0	0	19

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	0	3	1	6	3	9	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	6	5	11	13	13	0	0	0	0	0	0	0	53
Retained Students: Previous Year(s)	10	4	1	12	14	18	0	0	0	0	0	0	0	59

Date this data was collected
Sunday 7/29/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	17	14	54	63	37	0	0	0	0	0	0	0	206
One or more suspensions	0	0	3	4	1	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	4	3	9	2	2	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	8	15	32	0	0	0	0	0	0	0	55

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	24	17	16	20	53	46	0	0	0	0	0	0	0	176

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	17	14	54	63	37	0	0	0	0	0	0	0	206
One or more suspensions	0	0	3	4	1	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	4	3	9	2	2	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	8	15	32	0	0	0	0	0	0	0	55

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	24	17	16	20	53	46	0	0	0	0	0	0	0	176

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The bottom quartile in English Language was the lowest performer but it is not a trend the previous year showed a six percentage point growth.

Which data component showed the greatest decline from prior year?

The Mathematics bottom quartile component showed a decline from the prior year.

Which data component had the biggest gap when compared to the state average?

The mathematics achievement component showed Churchwell performing at 78 while the state performed at 62.

Which data component showed the most improvement? Is this a trend?

The English Language achievement component showed the most improvement. Yes, for the past three years there has been an increase in this component.

Describe the actions or changes that led to the improvement in this area.

The introduction of a small group class and the targeting of students deficiencies to close gaps.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	64%	50%	56%	45%	48%	52%
ELA Learning Gains	51%	51%	55%	56%	49%	52%
ELA Lowest 25th Percentile	47%	45%	48%	49%	42%	46%
Math Achievement	78%	58%	62%	47%	54%	58%
Math Learning Gains	67%	56%	59%	55%	52%	58%
Math Lowest 25th Percentile	50%	44%	47%	50%	41%	46%
Science Achievement	60%	53%	55%	38%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (21)	23 (17)	14 (14)	14 (54)	21 (63)	14 (37)	111 (206)
One or more suspensions	1 (0)	5 (0)	2 (3)	3 (4)	4 (1)	7 (2)	22 (10)
Course failure in ELA or Math	0 (4)	7 (3)	18 (9)	23 (2)	7 (2)	3 (0)	58 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (8)	5 (15)	10 (32)	19 (55)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	73%	51%	22%	57%	16%
	2017	69%	53%	16%	58%	11%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	61%	48%	13%	56%	5%
	2017	60%	51%	9%	56%	4%
Same Grade Comparison		1%				
Cohort Comparison		-8%				
05	2018	51%	50%	1%	55%	-4%
	2017	41%	44%	-3%	53%	-12%
Same Grade Comparison		10%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	56%	24%	62%	18%
	2017	78%	58%	20%	62%	16%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	76%	57%	19%	62%	14%
	2017	79%	60%	19%	64%	15%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2018	65%	56%	9%	61%	4%
	2017	52%	47%	5%	57%	-5%
Same Grade Comparison		13%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	56%	51%	5%	55%	1%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	49	32		71	55		64				
ELL	38	50	54	66	39						
BLK	46	43	53	62	52	40	43				
HSP	62	57	53	73	63	50	55				
WHT	71	51	39	86	75	56	69				
FRL	56	46	42	73	66	59	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	77	91	85	84	95	92					
ELL	42	41	50	55	64		50				
BLK	42	45	55	60	62	50	43				
HSP	52	50	53	67	69	60	55				
WHT	67	57	53	76	81	78	73				
FRL	50	46	49	65	67	55	57				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Bottom Quartile Mathematics
Rationale	The students in this component showed a drop from the previous year. Scores went from 63% to 50%.
Intended Outcome	Increase proficiency to 60 percent for the incoming school year and strengthen areas of deficiency with students in this component.
Point Person	Kathy McClellan (kathy.mcclellan@polk-fl.net)

Action Step

Description	1. Ensure whole group & small group teacher plan collaboratively with Title I academic coaches 2. Data chats will be held between teachers and students 3. Use Title I paraprofessional for additional support in the small group classroom with ELL & BQ students.
Person Responsible	Kathy McClellan (kathy.mcclellan@polk-fl.net)

Plan to Monitor Effectiveness

Description	Review of Star & ISIP reports along with formal & informal assessment during planning days by teachers with administration and instructional coach. Development of lesson plans with targeted interventions.
Person Responsible	Taryn Hardee (taryn.hardee@polk-fl.net)

Activity #2	
Title	Increase literacy in Kindergarten through Second grade students
Rationale	There has been a decrease in number of students reading independently based on AR data. This decrease has in turn affected students who are proficient in the higher grade levels.
Intended Outcome	Increase the percent of students reading at or above grade level in addition to number of students reading independently.
Point Person	Maria Friedt (maria.friedt@polk-fl.net)

Action Step	
Description	1. Add media to specials rotation. 2. Use Title 1 funds to fund Title I paraprofessional position. 3. Student and teacher data chats and tracking of student progress.
Person Responsible	Jacqueline Agard (jacqueline.agard@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Review reports on number of students taking and earning an 85% or better on AR reports. Increase or maintaining the number of students showing growth in Star Early Lit.
Person Responsible	Jacqueline Agard (jacqueline.agard@polk-fl.net)

Activity #3	
Title	Discipline in non-instructional areas
Rationale	Number of bus referrals from previous year increased.
Intended Outcome	Decrease bus referrals by 15% for the coming year.
Point Person	Taryn Hardee (taryn.hardee@polk-fl.net)

Action Step	
Description	Create and implement behavior plan with bus drivers.
Person Responsible	Taryn Hardee (taryn.hardee@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Weekly review of bus referrals and increase in number of buses participating in PBiS rewards.
Person Responsible	Taryn Hardee (taryn.hardee@polk-fl.net)

Activity #4	
Title	Third, Fourth and Fifth grade students in bottom quartile and English Language Learners
Rationale	Improve fluency and comprehension of students in these grade levels.
Intended Outcome	Increase the proficiency of bottom quartile and English Language Learners in this category.
Point Person	Kathy McClellan (kathy.mcclellan@polk-fl.net)
Action Step	
Description	1. Additional daily small group interventions in the Reading rotation that target phonics and fluency. 2. Use Title 1 funds to purchase paraprofessional position for small group support.
Person Responsible	Jacqueline Agard (jacqueline.agard@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Review formal and informal assessments to monitor for growth and introduce targeted intervention as needed.
Person Responsible	Jacqueline Agard (jacqueline.agard@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Churchwell maintains an open door policy to build positive relationship with students, parents, families and other community stakeholders. Volunteering opportunities are encouraged through our car loop and Remind messages. Teachers stand at car loop and disseminate information to parents for engagement nights, fundraising activities and volunteering in the cafeteria. Florida Assessment Boot camps and after school tutoring is also offered and parents invited to see how they can better assist their student at home. Elementary grade level parents have specific nights they will visit with teacher. At these meeting families can ask questions and will receive resources to help them assist students at home as well. Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff one on one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:
Champs, PBIS, Mentoring program, Drum Beats

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

Our PreK readiness rate is 100%. Students in PreK have the opportunity to visit a Kindergarten classroom prior to attending Kindergarten. The students meet the Kindergarten teachers and learn the daily transitions and routines of a kindergartner. Churchwell also hosts Kindergarten Round up where incoming students are introduced to staff and receive a Churchwell resource bag to take home and use during the summer.
During the school year our 5th graders participate in Polk County's WE3 Expo where primary through secondary schools display all programs hosted at their site. Students are given the opportunity to meet guidance counselors and/or administration from the school they will be attending. They have the opportunity to attend a family night at their middle school and have the opportunity to register for classes prior to starting their 6th grade year.

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 1, Part A- The Title 1 funds provide supplemental instructional resource and interventions so that all students achieve academic success.
Title IX- Homeless or HEARTH program funded through Title IX and Title 1, provides support for students identified as being in a homeless situation. Title 1 provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

Churchwell provides exposure to various careers through participation in a Career Day, The Great American Teach-In, and Take Your Child to Work Day. This includes reading and writing follow-up activities that encourage the students to analyze and synthesize the information gained from these experiences. Churchwell is also offering 4th and 5th grade students the opportunity to earn industry certificates.

Part V: Budget

Total:	**$232,000.00**