

Polk County Public Schools

R. Clem Churchwell Elementary School



2020-21 Schoolwide Improvement Plan

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R. Clem Churchwell Elementary School

8201 PARK BYRD RD, Lakeland, FL 33810

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

Demographics

Principal: Jacqueline Agard

Start Date for this Principal: 7/10/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (55%) 2017-18: B (60%) 2016-17: A (62%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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8201 PARK BYRD RD, Lakeland, FL 33810

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>87%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>58%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	A

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SIP Authority

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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.

R. Clem Churchwell Elementary, our school and community, envision 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Agard, Jacqueline	Principal	<p>Serve as instructional leader. In conjunction with academic coaches, ensure that standard driven instruction and practices are being implemented throughout the site. Review data and trends and facilitate professional development opportunities that will provide academic growth for instructional staff. Create and sustain a positive environment where all stakeholders can work collaboratively in the best interest of our students. Oversee safety of all students and staff members on campus. Review and update all instructional and organizational processes to ensure they are current and viable.</p> <p>Develop a community of life-long learners where all stakeholders understand the importance of their role and collaboratively communicate, implement and build a successful educational educational experience.</p>
McClellan, Kathy	Instructional Coach	<p>Serve as an instructional leader to collaborate, coach, model, and mentor teachers to promote best practices and improve student achievement. I assist administrators and teacher in analyzing data on a school, class and student level to plan for instruction and professional development. In serving, I will provide support and assist in planning standards based lessons to meet the needs of all students through differentiated instruction.</p>
Skiles, Carlene	Instructional Media	<ul style="list-style-type: none"> * serves all students, teachers and staff members with access to an abundance of over 21,000 books on a daily basis * checks in, checks out and shelves approximately 400+ books a day *reads a book to each class that attends library class * researches books for teachers and pulls materials that they require for their classrooms *teaches library skill lessons to K-5 students *teaches research lessons to grades 3-5 *encourages reluctant readers with helping them find the “just right” book when in library class *introduces the library to Pre-K students on a weekly basis. This includes reading to them and allowing them to check out library books. *uses a 20 point processing system to add new books to the library. Each year at least a 1,000 books are added to the library *weeds and discards overly loved books from the library. This process usually deletes about 400+ books yearly *completes a yearly inventory of the library with includes scanning every single library book and then making sure that the library book is returned to its proper location. *creates a yearly theme for the library that also becomes the theme for the whole school for the year. * oversees the school wide AR program for over 700 students. This includes weekly data reports, conferences with students as they come to library class, monitoring testing of all students, and creating motivational incentives and reward programs * encourages student participation in the SSYRA JR. And SSYRA 3-5 state reading program with reading logs, bookmarks, dog tag necklaces, and end of the year certificates *serves on the school leadership team

Name	Title	Job Duties and Responsibilities
Alexander, Reyna	Teacher, K-12	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Hardee, Taryn	Assistant Principal	Assists the school principal in providing the vision and leadership necessary to develop an environment that works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Serve as an instructional leader with the literacy and math coach, in achieving results on students' learning goals and directing energy, influence and resources toward data analysis for instructional improvement.
Clark, Heather	Teacher, K-12	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Jimmerson, Amber	Teacher, K-12	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Kennedy, Jessica	Teacher, K-12	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Oestreich, Page	Teacher, ESE	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Laughon, Lindsey	Teacher, K-12	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Walls, Melissa	Teacher, K-12	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of

Name	Title	Job Duties and Responsibilities
		trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Candelario, Jeremy	Teacher, K-12	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Smith, Jenna	Teacher, K-12	Plan and teach standard based lessons. Review data with students and provide remediation or enrichment as needed. Create an environment of trust and safety. Ensure students are practicing healthy habits. Build independent learners and thinkers who can work collaboratively to solve tasks.
Friedt, Maria	Instructional Coach	Support teachers and administration using data to improve standards based K-5 reading instruction, collaborate with teachers, track and review data to help with instructional planning, encourage positive change within the school culture, offer Reading Competency classes to improve professional practice,
Evans, Tiffany	Other	Provide intervention services in literacy for students who are under performing and at risk of not meeting state standards. Analyze data, implement and evaluate interventions, identify appropriate resources are being used to meet the needs of specific students.

Demographic Information

Principal start date

Monday 7/10/2017, Jacqueline Agard

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

47

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (55%) 2017-18: B (60%) 2016-17: A (62%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	126	136	111	131	123	111	0	0	0	0	0	0	0	738
Attendance below 90 percent	13	27	23	16	18	13	0	0	0	0	0	0	0	110
One or more suspensions	3	4	5	12	9	9	0	0	0	0	0	0	0	42
Course failure in ELA	5	6	10	11	3	1	0	0	0	0	0	0	0	36
Course failure in Math	2	1	2	4	1	3	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	7	11	20	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	4	4	15	0	0	0	0	0	0	0	23
Level 1 on 2019 December ELA Star Data	0	0	0	26	23	22	0	0	0	0	0	0	0	71
Level 1 on 2019 December Math Star	0	0	0	19	16	15	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	3	9	23	22	24	0	0	0	0	0	0	0	86

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	4	1	3	7	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 6/25/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	121	131	109	124	118	103	0	0	0	0	0	0	0	706
Attendance below 90 percent	13	9	12	9	9	11	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
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	10	19	19	0	0	0	0	0	0	0	48

The number of students with two or more early warning indicators:

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

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	9	8	3	11	15	13	0	0	0	0	0	0	0	59
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	121	131	109	124	118	103	0	0	0	0	0	0	0	706
Attendance below 90 percent	13	9	12	9	9	11	0	0	0	0	0	0	0	63
One or more suspensions	5	11	24	7	23	15	0	0	0	0	0	0	0	85
Course failure in ELA or Math	12	3	12	25	1	1	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	10	19	19	0	0	0	0	0	0	0	48

The number of students with two or more early warning indicators:

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

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	9	8	3	11	15	13	0	0	0	0	0	0	0	59
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	51%	57%	57%	51%	55%
ELA Learning Gains	48%	51%	58%	53%	53%	57%
ELA Lowest 25th Percentile	44%	49%	53%	55%	50%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	72%	57%	63%	71%	58%	61%
Math Learning Gains	64%	56%	62%	74%	57%	61%
Math Lowest 25th Percentile	50%	47%	51%	63%	49%	51%
Science Achievement	52%	47%	53%	63%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	55%	52%	3%	58%	-3%
	2018	73%	51%	22%	57%	16%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	52%	48%	4%	58%	-6%
	2018	61%	48%	13%	56%	5%
Same Grade Comparison		-9%				
Cohort Comparison		-21%				
05	2019	44%	47%	-3%	56%	-12%
	2018	51%	50%	1%	55%	-4%
Same Grade Comparison		-7%				
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	56%	9%	62%	3%
	2018	80%	56%	24%	62%	18%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	76%	56%	20%	64%	12%
	2018	76%	57%	19%	62%	14%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	62%	51%	11%	60%	2%
	2018	65%	56%	9%	61%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-3%		
Cohort Comparison				-14%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	45%	2%	53%	-6%
	2018	56%	51%	5%	55%	1%
Same Grade Comparison				-9%		
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	33		47	54		54				
ELL	36	44	33	62	71	73					
BLK	42	42		67	64	45	41				
HSP	47	50	53	70	67	68	43				
WHT	60	47	32	76	60	27	66				
FRL	48	39	39	68	60	47	48				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The ELA learning gains component showed the lowest performance. Small group instruction was not as consistent and there was a pattern with students who lacked foundational skills to help them decode.

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

The data component showing the greatest decline was ELA proficiency. There was an 11 percent decline from the previous year. Inconsistent standard driven instruction and not teaching to the depth of the standard were contributing factors to this decline.

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

Mathematics proficiency showed the greatest gap when compared to the state average. Small group instruction focusing on students needs assisted with this performance. Students showed strong skills in this subject matter and their performance was reflected in scores.

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

In comparing the data to previous year all areas with the exception of Math learning gains showed a decrease. Math learning gains remained at 50 percent for two years in a row. New staff was placed in the specific subject area and an emphasis on small group instruction was enforced.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

In reviewing our EWS data attendance and the level of possible level 1 in ELA are a concern.

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

1. Maximize instructional time.
2. Providing strong academic support for teachers and students in intermediate grades
3. Foundational skills in primary grades
4. Increase proficiency and learning gains in testing grade level students and all subgroups
5. Continue small group assistance in grades K - 3

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: When discussing what area to focus on it became clear that small group instruction, which gave teachers an opportunity to target and close gaps, made a bigger impact based on data reviewed from previous years, teacher feedback from vertical planning sessions as well as reviewing formative and summative data.

Measurable Outcome: In honing students skills during small group the school will move 25 percent of Kindergartners from Early Star onto Star. First grade students will move 70 percent from Early Star Lit onto Star. In grades 4 and 5 we will , increase proficiency to 65 percent in both English Language Arts and Mathematics with ESSA subgroups performing at 50 proficiency.

Person responsible for monitoring outcome: Maria Friedt (maria.friedt@polk-fl.net)

Evidence-based Strategy: Use of research based resources to include district curriculum, built in periods for small groups that are dedicated to remediation and enrichment. Another strategy is the daily use of BBY math in primary grades to fill in the gaps impacting fluency, number sense and word problems.

Rationale for Evidence-based Strategy: Primary and intermediate teachers have expressed that the main areas affecting comprehension are student's inability to decode, phonemic awareness, fluency in ELA and mathematics. Students in sub groups have a consistent pattern of non proficiency. This will be reduced with more time spent in small group instruction targeting areas of concern. ELA Fifth grade ELL are 28 percent proficient and ESE are 34 percent proficient. Math Fifth grade ELL are 45 percent proficient and ESE are 48 percent proficient. ELA Fourth grade, ELL are 32 percent proficient and ESE are 38 percent proficient. Math fourth grade ELL are 40 percent proficient and ESE are 65 percent.

Action Steps to Implement

1. The schedule will include small group time for both enrichment and remediation
2. A Title 1 Reading Interventionist will be hired to pull small groups targetting foundational deficiencies.
3. Title I Academic coaches will provide professional development on differentiation, pull small groups to provide additional support along with finding resources to share with staff.
4. An online platform for intervention/enrichment/homework will be research and purchase, if funds are available. ate.

Person Responsible Jacqueline Agard (jacqueline.agard@polk-fl.net)

Teachers in 4th and 5th will plan small group instruction weekly using available resources such as Reading Wonders, Great Leaps, GO Math and BBY Math , to assist in filling in gaps using concrete, representation methods to reteach phonics, decoding and comprehension will also be used to fill in learning gaps.

Person Responsible Taryn Hardee (taryn.hardee@polk-fl.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	R. Clem will focus on increasing the use of differentiated activities in centers along with small group instruction. This will allow us to meet students needs whether it is enrichment or targeted supports.
Measurable Outcome:	Measurable outcomes for 2nd will be to have 70 percent of the students proficient on District and classroom assessments. Sixty percent of third grade students will be proficient on the FSA.
Person responsible for monitoring outcome:	Kathy McClellan (kathy.mcclellan@polk-fl.net)
Evidence-based Strategy:	Use of leveled/tiered readers, centers/activities in all core content areas, explicit vocabulary instruction, comprehension skills and thinking strategies.
Rationale for Evidence-based Strategy:	This will ensure that we meet the needs of all learners, fill gaps and teach students how to problem solve. Students who are aware of their thinking can then use decoding skills to aid with comprehension.

Action Steps to Implement

1. Collect data and use to develop and guide instruction.
2. Create small groups based on strengths and reading instruction needs.
3. Teaming groups composed of mixed skill levels will expose students to collaborative activities and thinking.
4. Flexible daily schedules with intervals for whole and small group instruction.
5. Guided practice activities and written assignments containing past content and skills.
6. Whole group activities to be used as an introduction, overview and quick review affording students an opportunity to respond as a class or work with a partner for additional practice.

Person Responsible Taryn Hardee (taryn.hardee@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The leadership team selected the two areas we believed encompassed all of our needs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

When building a positive school culture and environment several aspects we focus on are positive relationships with families, staff and community members. We make sure to use all means of communication our families have identified as viable, newsletters, social apps, surveys. Parents appreciate that teachers are not just available during instructional hours but take into consideration their working parents schedule and try to accommodate as much as possible. They enjoy time with staff during our Family Engagement Night that exposes parents to what their students know and are capable of doing. Changes impacting activities are a result of R. Clem Churchwell asking and implementing suggestions given by our parents. Having a welcoming and helpful front office staff, along with administrators having an open door policy has assisted with building a positive culture and environment as well. Visibility at all time of the instructional day has also contributed. Families have expressed that seeing administration at duty posts in the morning and afternoon have made them feel welcome and more comfortable coming to the school with concerns. More importantly R. Clem Churchwell finds ways to honor students and make it possible for families to partake in these moments as much as possible. Parents are invited to help and placed in charge of activities under the supervision of Title I staff or teachers. This allows them to see how the site functions and the why we hold instructional time sacred for all of our students.

Parent Family and Engagement Plan (PFEP) Link

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