R. Clem Churchwell Elementary School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (55%) 2017-18: B (60%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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	Position Title	Job Duties and Responsibilities
Agard, Jacqueline	Principal	Serve as instructional leader. In conjunctions with academic coaches and teachers ensure that standard driven instruction and practices are being implemented in every classroom. 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 the safety of all students and staff members on campus. Review and update all instructional and organizational processes. 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 experience.
Hardee, Taryn	Assistant Principal	Assists the school principal in providing the leadership necessary to develop an environment that works collaboratively to develop and implement an instructional framework that aligns with state state standards through effective instructional practices. Serve as an instructional leader with the literacy and math coach, in achieving results on student's learning goals and directing energy, influence and resources toward data analysis for instructional improvement.
Friedt, Maria	Reading Coach	Support teachers and administration using data to improve standards based K - 5 literacy instruction, collaborate with teachers, track and review data to help with instructional planning, encourage positive change with the school culture, offer Reading Competency and professional development opportunities to improve professional practices.
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.
McClellan, Kathy	Math Coach	Serve as an instructional leader to collaborate, model and mentor teachers to promote best mathematical practices and improve student achievement. I assist administrators and teachers in analyzing data on a school, class and student level to plan instruction an professional development. I provide support and assist with planning standard based and driven lessons to meet the need of students through differentiated instruction.
Oestreich, Page	Teacher, ESE	
Skiles, Carlene	Instructional Media	Oversee all processes of the library that range from checking in/out books, holding novel ties studies with students, creating a positive culture and attitude about reading, implementing incentives for students who meet their reading goals. In regards to the Accelerated Reader program, data is pulled weekly and presented to staff so they can encourage student participation.

Name	Position Title	Job Duties and Responsibilities
		In addition, data chats are conducted with students to help them reach their quarterly goals.
Griffis, Sherra	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an environment of trust where students feel safe making mistakes and learning from them. Build independent learners and thinkers who work collaboratively to solve tasks while practicing healthy habits.
Laughon, Lindsey	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an environment of trust where students feel safe making mistakes and learning from them. Build independent learners and thinkers who work collaboratively to solve tasks while practicing healthy habits.
Stephens, Jamie	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an environment of trust where students feel safe making mistakes and learning from them. Build independent learners and thinkers who work collaboratively to solve tasks while practicing healthy habits.
Jimmerson, Amber	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an environment of trust where students feel safe making mistakes and learning from them. Build independent learners and thinkers who work collaboratively to solve tasks while practicing healthy habits.
Ritter, Daniel	Dean	Work alongside administrators, academic coaches and stakeholders to ensure that all students have an opportunity to enjoy a positive climate and acquire needed skills to become a productive and collaborative individual.
Clark, Heather	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an environment of trust where students feel safe making mistakes and learning from them. Build independent learners and thinkers who work collaboratively to solve tasks while practicing healthy habits.
Jacobs, Samantha	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an environment of trust where students feel safe making mistakes and learning from them. Build independent learners and thinkers who work collaboratively to solve tasks while practicing healthy habits.

Name	Position Title	Job Duties and Responsibilities
Smith, Jenna	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an environment of trust where students feel safe making mistakes and learning from them. Build independent learners and thinkers who work collaboratively to solve tasks while practicing healthy habits.
Candelario, Jeremy	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an environment of trust where students feel safe making mistakes and learning from them. Build independent learners and thinkers who work collaboratively to solve tasks while practicing healthy habits.

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

37

Total number of students enrolled at the school

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

5

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	97	122	147	118	127	117	0	0	0	0	0	0	0	728
Attendance below 90 percent	19	19	47	29	36	24	0	0	0	0	0	0	0	174
One or more suspensions	5	4	9	6	16	12	0	0	0	0	0	0	0	52
Course failure in ELA	5	12	21	12	19	4	0	0	0	0	0	0	0	73
Course failure in Math	4	7	8	14	0	2	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	17	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	18	61	35	52	48	0	0	0	0	0	0	0	214
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	26	48	43	0	0	0	0	0	0	0	117
Level 1 on 2021 statewide FSA Math assessment	0	0	0	28	48	33	0	0	0	0	0	0	0	109

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	6	13	33	14	32	49	0	0	0	0	0	0	0	147

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	6	5	0	3	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

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

Star data is the progress monitoring tool that was used to compile the English Language Arts and Mathematics data. District Quaterlies is the tool used for Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	82	64
	Economically Disadvantaged	53	75	51
	Students With Disabilities	25	58	38
	English Language Learners	25	63	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78	83	71
	Economically Disadvantaged	70	76	60
	Students With Disabilities	58	58	38
	English Language Learners	56	60	37

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	93	84	68
	Economically Disadvantaged	86	81	60
	Students With Disabilities			
	English Language Learners		88	58
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	57	51
	Economically Disadvantaged	53	49	44
	Students With Disabilities	23	38	21
	English Language Learners	33	56	38

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	62	54
	Economically Disadvantaged	46	60	51
	Students With Disabilities	25	43	47
	English Language Learners	54	54	45
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	62	57
	Economically Disadvantaged	51	61	55
	Students With Disabilities	31	38	33
	English Language Learners	41	54	47

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	47	38
	Economically Disadvantaged	36	41	31
	Students With Disabilities	13	12	5
	English Language Learners	24	31	27
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	42	35
	Economically Disadvantaged	34	33	28
	Students With Disabilities	6	7	21
	English Language Learners	47	41	26

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	40	43
	Economically Disadvantaged	35	32	36
	Students With Disabilities			
	English Language Learners	39	37	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	37	46
	Economically Disadvantaged	33	34	42
	Students With Disabilities	27	6	13
	English Language Learners	22	21	35
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	42	66
	Economically Disadvantaged	50	39	66
	Students With Disabilities	75	53	73
	English Language Learners	53	38	68

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

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

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Noticeable trend in grades 2 – 4 was a decline in number of students proficient in both ELA and Mathematics. This was also the case for our Students with disabilities and English Language Learners.

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

4th grade Science, Math and ELA show the greatest need for improvements based on Star, Quarterly assessments and 20-21 FSA data.

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

Gaps in foundation and lack of stamina were some of the contributing factors. Staff members noted that students struggle in completing assignments & assessments within the allotted time in addition to poor attendance from students and staff.
The number of rotations has been decreased for students, parents will be educated on the importance of attendance and how it impacts students' performance. This will also apply to staff as well. We will work on fluency and ensure that students are reading the appropriate number of words based on their grade level prior to the ending of the school year.

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

5th grade ELA and mathematics showed an increase in percentage of proficient students for Star.

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

Push in help from Academic Coaches and other support staff contributed to student's increased performance. Data was reviewed and based on findings and teacher input fluid small groups were implemented that targeted students' specific needs and as students gained mastery/proficiency they

were moved into another group. The gaps were filled with grade level content in Mathematics and Science. In ELA above level text was used in instruction and small group settings.

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

To accelerate learning we will need to make a shift to having a rich multi-sensory environment for all students. In addition, that shift must include focusing on strictly using grade level material and only providing "remediation" at the moment it is needed.
Our intermediate instruction will supplement our current curriculum with culturally relevant and high interest-based texts in ELA. Students will be moving past graphic organizers to assignments that require implementation of what has been learned. To ensure implementation weekly planning meetings will include student work review along with data chats. Scaffolding to ensure continuous review of learned material. In class discussions where students are monitoring their learning with the use of success criteria and goal setting data chats. Explicit writing will assist with instruction, impact knowledge and deepen comprehension.

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

The professional development opportunities will be as follows:
• Building positive relationships with and amongst stakeholders (Poverty Simulation, if available).
• Collecting relevant data
• Conducting effective data chats with students from all grade levels and implementing activities to close
learning gaps while accelerating students.
• Teach intervention – academic (phonemic/phonetic awareness) and how to use supplementary material.
• Scaffolding & differentiating
• Explicit writing instruction
• Creating a safe & supportive environment

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

We will begin using intermediate students to work on fluency with primary students. Parents will be provided with simple strategies that can be used at home with students with mini lessons modeling what should be done. Training for staff specifically geared to creating a student led classroom.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	The current FSA data for both 4th and 5th grade showed a decrease in proficiency for both ELA and Mathematics when compared to previous scores. The subject with sharpest decline is Mathematics with 4th grade showing a 40 percentage decline while 5th grade had a 20 percentage point drop. Progress monitoring data also shows that our Economically Disadvantage and English Language Learners subgroups in grades 4 and 5 are less than 50 percent proficient in ELA & Mathematics.
Measurable Outcome:	The goal would be to improve the proficiency of these groups by ten percentage points every semester.
Monitoring:	Data chats, school & district assessments will be discussed during planning with subgroup data being reviewed as well. The trend should be an increase in proficient learners who are able to maintain growth. Leadership meetings will focus on trends, student performance and acceleration.
Person responsible for monitoring outcome:	Jacqueline Agard (jacqueline.agard@polk-fl.net)
Evidence-based Strategy:	Evidence based strategy 1. Small group instruction - instructional & support staff provide, using grade level material, prescriptive instruction using high interest and culturally appropriate material. 2. Push-in intervention - the academic coaches and Reading Interventionist will provide mini lessons to both staff and students when it comes to foundational skills.
Rationale for Evidence-based Strategy:	5th grade data in the second semester showed improvement due to the frequency of small group prescriptive instruction. The resources were paraprofessionals, instructional staff, academic coaches and the Reading Interventionist. This group of individuals provided instruction using on level and above grade level text. Students also rotated using the districts online programs for intermediate ELA and Mathematics. Heggerty & Sipps will be additional resources used by teachers to aid with

Action Steps to Implement

The following steps will be taken:
1. Review initial Star/FSA/Standards based assessment data.
2. Research and provide standard based text matching students interest & are grade level.
3. Create & implement mini lessons designed to strengthen material learned.
4. Reassess and discuss data with staff and student.

Person Responsible Maria Friedt (maria.friedt@polk-fl.net)

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	In discussing the performance of students parent involvement and knowledge of student success was a topic that permeated the entire year with teachers. In addition, the phone calls received by the principal's office were focused on parents concerned that timely, if any, communication had not taken place.
Measurable Outcome:	Each teacher will reach out to a minimum of 3 parents weekly with positive feedback on student performance and needs. Administration will share attendance information daily via announcement with students and post for parents driving onto campus to increase awareness and importance of students coming to school.
Monitoring:	Teachers will submit documentation on school's One drive that will be reviewed by administration.
Person responsible for monitoring outcome:	Taryn Hardee (taryn.hardee@polk-fl.net)
Evidence-based Strategy:	1. Establishing policies for building positive relationships. 2. Promote family engagements and create a welcoming environment. 3. Intentional staff hiring and training that promotes effective staff & family interactions. 4. Help support families with basic needs.
Rationale for Evidence-based Strategy:	Past parent interaction and comments have repeatedly asked that we communicate

Action Steps to Implement

Hold staff meeting and set policies and expectations regarding parent involvement and communication.
Monthly schoolwide newsletters
Parent phone calls & note cards

Person Responsible	Kathy McClellan (kathy.mcclellan@polk-fl.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Reading and comprehension have been identified as a critical area based on our ELA FSA scores and percent of students meeting their Accelerated Reader goals.
Measurable Outcome:	The goal is to increase the number of students reading and meeting their goals by 15 percentage points for every quarter.
Monitoring:	This area of focus will be monitored through our Accelerated Reader (AR) reports and increase in student participation.
Person responsible for monitoring outcome:	Carlene Skiles (carlene.skiles@polk-fl.net)
Evidence-based Strategy:	Each classroom will have a reading/literacy center containing level readers/content area books that will allow students to test on AR. Students will also be able to bring a book of their choice to the center.
Rationale for Evidence-based Strategy:	The rationale behind this strategy is to expose students to more reading opportunities throughout the day. This will with increase vocabulary leading to improved comprehension and increased fluency.

Action Steps to Implement

1. Centers with reading material appealing to students will be in place.
2 Every child will have media center as part of their rotation.
3. Every student will have a data binder and data chat with teacher or media specialist after a test.
4. Teachers will develop realistic weekly reading goals.
5. Incentives will be put in place for monthly rewards to students meeting their 80 percent or better goal.

Person Responsible	Tiffany Evans (tiffany.evans@polk-fl.net)

Additional Schoolwide Improvement Priorities

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

Our school compared to other schools in the state and district was listed as moderate in incidents. Two areas of concern that will be monitored are the ones falling under "violent incidents". The situations revolve around students and inappropriate comments to classmates. Another area of concern is students putting their hands on classmates. Discipline will be monitored on a monthly basis falling under that area. Harmony and Symphony curriculum along with our guidance counselor holding social behavior classes.

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.

Our site focuses on building positive culture and environment by welcoming our stakeholders and using every means of communication our parents have at their disposal. We have created a small network of volunteers we reach out to for assisting staff and students. This group of stakeholders have also become liaisons between the school and community. Parents appreciate that staff often make themselves available after hours for parents and share experiences. Stakeholders are also have an opportunity to experience what their students learn while engaging with their child at Family Engagement Nights. Changes implemented at R. Clem are often a result of parent input. We make sure that the staff on duty in the morning and afternoon along with front office staff engages positively with not just the student and parent but with the family. Our site continues to celebrate students successes and whenever possible invite families to partake in those celebrations.

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

The literacy coach, reading interventionist, media specialist, Exceptional Student Education chair person, dean of students, front office staff along with the assistant principal and principal are the individuals that parents come into direct contact. We are visible at the beginning of the day on the car line and bus loop greeting students. We engage with families during these times Our role has been to listen to parents and work with them to address concerns. We have provided support and sought resources to assist them when needed. In the past an open door policy has served to further the positive relationship with parents. Teachers, equally important in this process, assist by attending students extracurricular activities and sharing in class moments with parents.