

Polk County Public Schools

R. Clem Churchwell Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: B (55%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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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<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>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</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>57%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position 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 experience.</p>
Draper, Brady	Assistant Principal	<p>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.</p>
Friedt, Maria	Reading Coach	<p>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.</p>
Cella, Camaran	Math Coach	<p>Serve as an instructional leader to collaborate, coach, model, and mentor teachers to promote best practices and improve student achievement in Math. 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 benchmark based lessons to meet the needs of all students through differentiated instruction.</p>
Towles, Jennifer	Other	<p>The MTSS coordinator will collaborate with teachers and interventionist to analyze data and provide support for MTSS Tier 2 and Tier 3 student needs for both academics and behavior. MTSS coordinator will help identify and implement resources for teachers to use with students and meet to review data collected. Other responsibilities will include scheduling Tier 2 and Tier 3 meetings amongst all stakeholders and ensure that interventions are research based and implemented with fidelity.</p>
Evans, Tiffany	Other	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Smith, Jenna	Other	Provide intervention services in Math 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.
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. In addition, data chats are conducted with students to help them reach their quarterly goals.
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.
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.
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.
McKinney, Kimberly	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.
Mercer, Morgan	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.
Heath, Emily	Teacher, K-12	Plan, implement and teach standard based lessons. Review data with students and provide grade level acceleration and enrichment. Create an

Name	Position Title	Job Duties and Responsibilities
		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.
Pelfort, Krista	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.
Lineberger, katie	Teacher, K-12	Kindergarten Teacher
Reynolds, Dove	Teacher, K-12	First Grade Teacher
Stephens, Jamie	Teacher, K-12	Second Grade teacher
Martinez, Kirsten	School Counselor	
Oestreich, Page	Other	

Demographic Information

Principal start date

Monday 7/10/2017, Jacqueline Agard

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

714

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	113	119	139	119	131	0	0	0	0	0	0	0	731
Attendance below 90 percent	9	25	26	44	29	34	0	0	0	0	0	0	0	167
One or more suspensions	0	3	5	7	1	5	0	0	0	0	0	0	0	21
Course failure in ELA	9	8	5	26	12	36	0	0	0	0	0	0	0	96
Course failure in Math	8	6	8	13	11	11	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	20	11	17	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	28	0	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	9	8	5	26	12	36	0	0	0	0	0	0	0	96

Using the table above, complete the table below with the number of students by current grade level who have 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	24	20	30	21	0	0	0	0	0	0	0	114

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 6/20/2022

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	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

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	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	13	2	0	22	0	0	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	47%	56%				53%	51%	57%
ELA Learning Gains	52%						48%	51%	58%
ELA Lowest 25th Percentile	38%						44%	49%	53%
Math Achievement	54%	42%	50%				72%	57%	63%
Math Learning Gains	53%						64%	56%	62%
Math Lowest 25th Percentile	45%						50%	47%	51%
Science Achievement	34%	49%	59%				52%	47%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	52%	3%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	52%	48%	4%	58%	-6%
Cohort Comparison		-55%				
05	2022					
	2019	44%	47%	-3%	56%	-12%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	56%	9%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	76%	56%	20%	64%	12%
Cohort Comparison		-65%				
05	2022					
	2019	62%	51%	11%	60%	2%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	45%	2%	53%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	44	30	24	38	24	9				
ELL	36	52	39	37	61	61	21				
BLK	34	41		33	30	24	15				
HSP	41	51	39	49	64	67	31				
MUL	75			73							
WHT	54	52	38	61	48	27	41				
FRL	45	48	39	50	50	40	29				
2021 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 2019-20	C & C Accel 2019-20
SWD	30			28	33		15				
ELL	36	32	30	43	50	58	24				
BLK	25	33		32	38		27				
HSP	42	32	20	45	41	43	37				
WHT	53	33		58	33		36				
FRL	40	39	30	44	38	35	37				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	45
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	
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	
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	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	50
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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	46
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

A decline in Mathematics and ELA proficiency is the trend that has emerged in two of our ESSA subgroups, Black & ESE students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science has shown the greatest need in improvement when reviewing both Quarterly and Science 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?

Poor vocabulary skills and lack of comprehension along with teacher knowledge and support are contributing factors in the need for improvement

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement on the FSA was Mathematics, with a six percentage points increase from the previous year score.

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

Collaborative planning with veteran instructional staff contributed to the improvement in Mathematics. Grade levels planned daily to develop tasks and address misconceptions.

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

Ensuring that all tasks and instruction are on grade level and address the depth of the benchmark.

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.

We have hired an MTSS coordinator that will target instructional practices and develop small group plans with instructional staff to close and fill in gaps of our subgroups. We have also revamped our PBiS program to positively impact all stakeholders on campus.

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

The use of SIPPS during small group, creating master schedule around our subgroup needs to ensure that MTSS is done with true fidelity thus moving students forward.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on FSA and Star data there was a consistent decline in both Black and ESE students when it came to their proficiency level. It has resulted in multiple ESSA groups falling below the 41% mark.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The school plans on increasing student proficiency in ELA for both subgroups by placing more emphasis on MTSS and small group instruction. Each assessment period both groups will increase their proficiency level by five percentage points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. Intermediate students will set goals for both ISIP, Weekly Assessments, and FAST Progress Monitoring and maintain a folder for teachers to hold data chats that are linked to state benchmarks.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We have certified ESE staff in each grade level coteaching with a general education teacher and pulling more groups. The schedule has been built around our students needs to ensure we are maximizing their instructional time. We have also worked on building relationships with all students to provide a focus of student achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our ESE personnel in previous years has been overextended with their case loads. This year the load has been greatly reduced ensuring that students will receive focused grade level instruction.

Action Steps to Implement

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

1. Hire certified ESE teachers for each grade level to work in conjunction with the general education teacher and academic coaches.
2. Hold weekly collaborative planning sessions and develop grade level instructional plans using the Learning Arc that will build strong foundational skills.
3. Hold monthly MTSS meetings with ESE & general education teachers.
4. Master schedule will include dedicated MTSS times for all classes taught.
5. Small group instruction & activities will only be grade level

Person Responsible

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

#2. Positive Culture and Environment specifically relating to Discipline

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In reviewing our discipline data for the past two years it showed an increase in ODRs.

Measurable Outcome:

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

The school plans on reducing the number of referrals by 25 percent each quarter.

Monitoring:

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

This area will be monitored monthly through our PBiS committee meetings.

Person responsible for monitoring outcome:

Brady Draper (brady.draper@polk-fl.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The school has revamped its PBiS and fully implemented CHAMPS. Sanford Harmony will be utilized by every classroom daily for 15 minutes to promote positive classroom culture and build relationships.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We wanted to implement a program that was already in place but lend itself to changing to the needs of our stakeholders.

Action Steps to Implement

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

1. Train staff & students in proper use of CHAMPS, PBiS program, and Sanford Harmony.
2. Develop tiered incentives that were appealing to both students & staff for PBiS program
3. Hold school wide celebrations for both teachers & students
4. Create PBiS committee with monthly meetings

Person Responsible

Jennifer Towles (jennifer.towles@polk-fl.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The data reflects that instruction was not meeting the depth of the standard and that tasks were not always grade appropriate.

Measurable Outcome:

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

The school's goal is to increase proficiency and depth of knowledge with the instructional staff.

Monitoring:

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

Collaborative planning will be held weekly to ensure that all tasks are grade level appropriate and aligned with the standard. Teachers will use the Learning Arc to breakdown the benchmarks. Using the district provided tracking tool will ensure alignment of tasks with state benchmarks.

Person responsible for monitoring outcome:

Camaran Cella (camaran.cella@polk-fl.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The Learning Arc will be used during collaborative planning with academic staff and administration. Teachers will track formative and summative assessments to track standards progress. MTSS meetings will be held monthly to examine student data and make any changes to tier 2 and tier 3 instruction.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Hosting grade level MTSS and having teachers plan using the learning arc will dissect the benchmark and provide multiple opportunities for instructional staff to truly understand what students need to know for mastery to occur and proficiency to increase.

Action Steps to Implement

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

- 1. MTSS meetings discussing data and interventions in place.
- 2 Learning arc PD and collaborative planning sessions

Person Responsible

Jennifer Towles (jennifer.towles@polk-fl.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

In these grades we are focusing on the foundational skills (fluency, blending, decoding) as we have discovered when working with older students that their foundational deficiencies contributed to poor performance and low

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

The instructional practices we believe will assist us with ELA/Reading is making sure that MTSS instructional materials appropriately target the "problem" and that the MTSS time provided for each class has the needed instructional personnel to work with students.

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of PM2 all kindergarten students should be at 50 PR or higher on STAR EL, 1st grade with have 80% of students moved out of STAR EL by the end of PM2.
2nd grade will have a proficiency of 60% by PM2 and 80% by PM3 on STAR Reading.
All ESE students will increase by 1 level each progress monitoring.

Grades 3-5: Measureable Outcome(s)

By the end of FAST PM2, 50% of third through fifth graders will be proficient. By the end of FAST PM3, 75% of third through fifth graders will be proficient.
All ESE students will increase by one level each progress monitoring.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Collaborative planning dates, MTSS meetings and grade chair meetings have been set for the school year. They will revolve around standard driven instruction, student performance on assessments, remediation and enrichment. Instructional staff will come with data to discuss students that are showing deficiencies and discuss what practices and programs will fill gaps and in the case of students needing enrichment provide and discuss resources to push students.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Agard, Jacqueline, jacqueline.agard@polk-fl.net

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The teachers will teach using the Florida Wonders Curriculum and track Florida Wonders Bi-Weekly Assessments, as well as the FAST STAR EL/Reading/FAST 3-5 progress monitoring for core instruction. Tier 2 and Tier 3 resources including SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Schoology resources as provided by the district.

Rationale for Evidence-based Practices/Programs:

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

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

Florida Wonders is a state approved core program that was adopted by Polk County School District. SIPPS is a multi-level program that develops the word recognition strategies and skills that enable students to become confident readers and writers.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
A reading interventionist will pull small groups using the SIPPS program to build foundations in kindergarten through second grade and filling in gaps.	Evans, Tiffany, tiffany.evans@polk-fl.net
Collaborative planning sessions with ELA coach and interventionist using the Learning Arc to ensure that all tasks are aligned with grade level benchmarks and to the depth of the standard. Also, monitoring formative and summative assessments and creating small group plans based on data.	Friedt, Maria, maria.friedt@polk-fl.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

R. Clem Churchwell focuses on building a positive culture and environment by welcoming our stakeholders and using every means of communication our parents/families 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 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 school culture and environment.

The literacy coach, reading interventionist, media specialist, Exceptional Student Education chair person, 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