
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	21
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

R. Clem Churchwell Elementary School

8201 PARK BYRD RD, Lakeland, FL 33810

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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>
Clark, Heather	Teacher, K-12	<p>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.</p>
Evans, Tiffany	Instructional 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>
Jimmerson, Amber	Teacher, K-12	<p>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.</p>
Laughon, Lindsey	Teacher, K-12	<p>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.</p>
Lineberger, katie	Teacher, K-12	<p>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.</p>
Pelfort, Krista	Teacher, K-12	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		independent learners and thinkers who can work collaboratively to solve tasks.
Friedt, Maria	Instructional Coach	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 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.
Skiles, Carlene	Teacher, K-12	
Towles, Jennifer	Math Coach	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.
Reynolds, Dove	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.
Jenkins, Deena	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.
Keller, Kailyn	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.
Boyette, Kandy	Teacher, ESE	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.
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement plan is developed in conjunction with a member of each department at R. Clem Churchwell and parents who serve on the School Advisory Council and Parent Teacher Association. The school's data is dissected and discussed. We address trends across the grade levels and school and how we believe it may have impacted student performance and assessment results. We address what instructional practices may need to be put in place and how to monitor if they are being successful.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At our monthly data meetings with teachers, we will review the practices put in place to monitor and assess, if as a school, we are being effective. Emphasis on our low performing subgroups will be specifically addressed to ensure effective practices are being used. If the data reveals, we are headed in the right direction we continue to monitor. If there are no positive changes and data shows a continued decline, we break down the plan and see if practices are implemented with fidelity and add needed changes.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	57%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	32	34	29	41	31	0	0	0	167
One or more suspensions	0	5	2	6	9	13	0	0	0	35
Course failure in English Language Arts (ELA)	8	11	9	6	0	0	0	0	0	34
Course failure in Math	6	8	6	10	0	0	0	0	0	30
Level 1 on statewide ELA assessment	0	0	0	17	20	19	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	13	23	34	0	0	0	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	17	12	39	21	0	0	0	106

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	11	0	0	0	0	0	0	20

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	25	26	44	29	34	0	0	0	167
One or more suspensions	0	3	5	7	1	5	0	0	0	21
Course failure in ELA	9	8	5	26	12	36	0	0	0	96
Course failure in Math	8	6	8	13	11	11	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	20	11	17	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	18	28	0	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	8	5	26	12	36	0	0	0	96

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	13	24	20	30	21	0	0	0	114

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	25	26	44	29	34	0	0	0	167
One or more suspensions	0	3	5	7	1	5	0	0	0	21
Course failure in ELA	9	8	5	26	12	36	0	0	0	96
Course failure in Math	8	6	8	13	11	11	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	20	11	17	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	18	28	0	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	8	5	26	12	36	0	0	0	96

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	13	24	20	30	21	0	0	0	114

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	45	53	48	47	56	45		
ELA Learning Gains				52			36		
ELA Lowest 25th Percentile				38			25		
Math Achievement*	44	49	59	54	42	50	48		
Math Learning Gains				53			36		
Math Lowest 25th Percentile				45			32		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	34	41	54	34	49	59	37		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	53	54	59	54			41		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	211
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	2
ELL	27	Yes	1	1
AMI				
ASN				
BLK	28	Yes	2	2
HSP	37	Yes	1	
MUL	46			
PAC				
WHT	48			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL	45			
AMI				
ASN				
BLK	30	Yes	1	1
HSP	50			
MUL	74			
PAC				
WHT	46			
FRL	44			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			44			34					53
SWD	19			21			30				5	35
ELL	22			22			20				5	53
AMI												
ASN												
BLK	28			32			14				4	
HSP	34			35			31				5	54
MUL	36			55							2	
PAC												
WHT	47			54			41				4	
FRL	35			39			31				5	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	52	38	54	53	45	34					54
SWD	18	44	30	24	38	24	9					44
ELL	36	52	39	37	61	61	21					54
AMI												
ASN												
BLK	34	41		33	30	24	15					
HSP	41	51	39	49	64	67	31					55
MUL	75			73								
PAC												
WHT	54	52	38	61	48	27	41					
FRL	45	48	39	50	50	40	29					53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	36	25	48	36	32	37					41
SWD	30	0		28	33		15					36
ELL	36	32	30	43	50	58	24					41

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	25	33		32	38		27					
HSP	42	32	20	45	41	43	37					41
MUL												
PAC												
WHT	53	33		58	33		36					
FRL	40	39	30	44	38	35	37					46

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	43%	-7%	54%	-18%
04	2023 - Spring	51%	53%	-2%	58%	-7%
03	2023 - Spring	37%	42%	-5%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	51%	-4%	59%	-12%
04	2023 - Spring	53%	56%	-3%	61%	-8%
05	2023 - Spring	33%	44%	-11%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	39%	-8%	51%	-20%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 component showing the lowest performance was 5th grade Math overall achievement followed by 5th grade ELA overall achievement. Possible contributing factors were staff leaving in the middle of the year, restructuring of the grade level teams/classes mid year in response to the grade level vacancy and poor attendance within the grade level. Data trends show a decline in student overall achievement in both ELA and Math for this group since they were in 3rd grade during the 20-21 school year.

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

Second grade students moving to third grade show the greatest decline in proficiency in ELA. This was determined by comparing the 21-22 Spring Star Reading Proficiency (with 97% of 2nd graders testing in Star Reading) to the 22-23 3rd Grade Spring FAST ELA. Factors addressed were the change in vocabulary usage/terms and the increase in the amount of reading (word counts) in the passages being assessed.

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.

tbd

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

Fourth grade overall achievement in mathematics from 21-22 FSA to 22-23 FAST showed the most improvement. Technology had a part in aiding with student gains, because assessments/activities were on devices and students were required to demonstrate their thought processes on paper. This allowed them to catch and correct errors while providing teachers with information as to where misunderstandings may have been occurring.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and the number of students with reading deficiencies are two potential areas of concern for this site.

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

Closing the gaps in foundational skills
Vertical articulation
Data chats
Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The full implementation of our Positive Behavior Intervention System (PBIS) would lend itself perfectly to increasing and improving our culture and environment and improving student attendance.

Measurable Outcome:

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

As a PBIS school we meet monthly to discuss data. We will break down by subgroups to ensure that there is not an abundance of referrals or non-participation for the groups falling below 41% in our ESSA category.

Monitoring:

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

1. During PBIS meeting, the reports will be broken down by ESSA subgroups.
2. Groups with low participation or high ODRs are then identified.
3. The team will then develop and implement a plan to increase participation and reduce behaviors.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS is the intervention being implemented.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

It is a research-based program that has shown a positive outcome.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly meeting with grade/department level representatives to discuss student data.

Biweekly and monthly student celebrations

Teachers build monthly outcome data spreadsheets.

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

By When: At the end of each month.

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data both SWD and Black students are below the 41% ESSA index. This is why we are implementing small group push in support and mentoring of ESSA subgroups through student led data chats.

Measurable Outcome:

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

Our goal is to increase both subgroups to over 41%.

Monitoring:

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

During data chat days, teachers will discuss student performance and plans developed to specifically address the needs of the students.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student led data chats, the use of Baseball cards from Performance Matters would be utilized by teachers. The use of Varsity tutors at school and home will be promoted.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The districts implementation of Varsity tutors has proven to be a positive step with student learning and if students truly understand how to use their data, they will be more likely to achieve their personal goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will meet with students to discuss their performance on informal and formal assessments. Students demonstrating deficiencies in specific areas will be assigned tutors until they show gains.

Person Responsible: Brett Wiersema (brett.wiersema@polk-fl.net)

By When: Weekly and monthly.

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As a leadership group it was agreed that expectations from one grade level to another vary and students are not able to meet grade level expectations due to lack of foundational skills.

Measurable Outcome:

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

Data shows that students moving from one grade level to another decrease in proficiency. The plan is to increase or maintain 50% proficiency when moving to another grade level.

Monitoring:

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

During data chats and vertical planning teachers will monitor student achievement and ensure that future grade level expectations are introduced and practiced for student success.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The use of Multi-Tiered Support System would begin to support the closing of foundational gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

It is a district mandated practice that works. As a school we have seen the impact it has on identifying struggling learners and providing the needed support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Meet monthly with teachers to discuss struggling learners.
2. Identify the best researched based support available
3. Monitor intervention group data.
4. If intervention is not successful, revise and find a different program.
5. Move to individualized intervention if necessary

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

By When: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The schools' leadership, SAC and PTA stakeholders address data during their respective meetings. We provide staff with the opportunity to submit requests for resources they believe will aid in closing gaps. If funding is available and the resource is researched based the request is approved.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Provide additional push in support to 2nd grade ELA students and teachers with a focus on foundational skills. First grade will intensify instruction on vowel, letter sound and blending to help support stronger readers in subsequent grade. Kindergarten's instruction on foundational skills will include more context-based sight word reading skills.

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

Small group push in and instructional support for new teachers and long term substitutes.

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 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 Measurable Outcomes

In K and First grade increase the number of students moving form Star Early Lit to Star with 50 percent of them being proficient by the last progress monitoring window. In second grade increase the number of proficient students by 10 percent on Star with each progress monitoring window.

Grades 3-5 Measurable Outcomes

Ensure that we have 50 percent of students in grades 3 and 4 proficient. In grade 5 we want to increase proficiency from 47 percent to 51 percent.

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 impact student achievement outcomes.

The school will hold monthly data chats with all grade levels to monitor the performance of all subgroups on informal, formal and PM assessments. Leadership and teachers will determine areas of improvement and develop a push in and PD plan.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

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
-------------	-----------------------------------

Assessment - review and agree on what is assessed by grade level. Teachers tracking if students understand

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Information is disseminated to parents via social media, Family Engagement nights, Open House, School Advisory Council Meetings and Parent Teacher Association meetings.
<https://churchwell.polkschoolsfl.com/>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

Positive relationships with all stakeholders via social media, Family Engagement nights, Open House, School Advisory Council Meetings, Parent conferences and Parent Teacher Association meetings will aid in fulfilling the school's mission.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans on strengthening our academic program with vertical planning, data chats and decreasing the gaps in foundational skills.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The use of Varsity Tutors falls as a resource provided by the district to help support students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

R. Clem Churchwell's school-based counselor provides classroom support with social skills lessons and hosts a lunch bunch group with students needing support outside of the academic area. If we believe there are concerns we cannot address as a school we seek out the support of our district assigned Social Worker and Psychologist. We also communicate with Peace River and law enforcement for additional supports.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our goal is to create academies that students can continue to pursue in our feeder middle and high schools. We also invite graduating seniors for a senior walk. This allows the elementary students to interact with and listen to future plans from these young men and women.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through PBIS, CHAMPS, and monitoring our discipline data can pinpoint areas and students struggling at school behaviorally. During MTSS meetings the data is discussed, and a plan put in place with parent input and involvement. The behavior plan is monitored by teachers and data reviewed every four weeks to ensure it is being effective. If behavior improves the plan remains in place until support is not needed. If behaviors do not improve the plan is revised/modified.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is dictated by the needs of the staff and the data. Planning and data chat days allows the leadership team & staff to discuss professional needs and how it impacts our students and staff.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

R. Clem Churchwell is host to Pre-K programs for children with disabilities and general education students. During the summer we also participate in Kindergarten Summer Camp. Children are assessed in social skills and language development. Based on their scores they then placed in a session for enrichment or development.