

# R. Clem Churchwell Elementary School



2014-15 School Improvement Plan

## R. Clem Churchwell Elementary School

8201 PARK BYRD RD, Lakeland, FL 33810

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

74%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

51%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	D

### School Board Approval

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

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

There is a focus on building relationships and partnerships between the school and families this school year. The school learns about the students' cultures by inviting families to family nights each nine weeks. During these family nights, students share individual data and standards based assessments/projects with their families. In addition, parents are continuously involved in ongoing parent conferences. Teachers use positive behavior plans to make positive daily connections with students. Teachers also teach daily character education lessons to build positive relationships with their students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Churchwell Elementary has established expectations and rules for all areas on campus through PBS. Each student has a school-wide PBS STAR card. Students have the opportunity earn STARS based on their positive choices through the school day. Churchwell Elementary has schedules in place and adults in charge of all areas on campus before, during, and after school.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Churchwell Elementary has established expectations and rules for all areas on campus through PBS. Each student has a school-wide PBS STAR card. Students have the opportunity earn STARS based on their positive choices through the school day. Teachers teach the PBS expectations and rules consistently throughout the school year. The PBS tracking form is utilized by staff members to track



behaviors and observations of students misbehaviors. Teachers determine what interventions and behavior plans should be put in place.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Teachers implement PBS strategies throughout the school day to ensure all social-emotional needs are met. In addition, students social-emotional needs are met through the guidance department. Based on student need, students are provided counseling from the guidance counselor. Throughout the school year, the guidance counselor forms skill groups based on student needs. Based on student need, students are paired with a staff member for mentoring. Mentors check in with student before, during, and after school.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The elementary school's early warning system provides the school with a list of students that meet the following criteria:

- absent 10% or more of the days enrolled
- over-age two or more years for the grade level
- total number of OSS/ISS days is greater then 3

In addition, we can use our data to determine the students that scored a level 1 on the statewide Reading and Math standardized assessments.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	0	7	6	8	6	27
One or more suspensions	1	0	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	24	26	50

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	1	1	2

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Intervention strategies:

- Implementation of the school-wide PBS (Positive Behavior Support) system
- Individualized behavior plans
- Character education lessons built into the student's schedules

- Acceleration and intervention small group instruction built into the master schedule
- Monthly MTSS meetings to discuss behavioral and academic goals and tier support for students
- Teachers discussing ongoing assessment data in PLCs weekly to form differentiated groups
- Ongoing differentiated instruction professional development for teachers

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

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

#### **Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school builds and sustains partnerships with the local community through the SAC (School Advisory Committee). Partnerships are made to make decisions about securing and utilizing resources. The SAC committee makes decisions about funding and resources. The SAC committee analyzes school data to make decisions to place resources in the school to support student achievement. Various businesses throughout the community donate funds and resources to promote student learning.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Scarborough, Yvette	Principal
Weingarh, Amy	Assistant Principal
Kalch, Laura	Guidance Counselor
Skiles, Carlene	Instructional Media
Hardee, Taryn	Instructional Coach
McClellan, Kathy	Instructional Coach

#### **Duties**

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

The leadership team meets weekly to collaborate and make instructional decisions for the the school. The roles and responsibilities of the leadership team are to share and implement the vision of the school, discuss student data, implement a plan for professional development, problem solve ideas in the areas of facilities, instruction, and organization, discuss ways to involve families and communities, and implement coaching and instructional practices for all new teachers.

The instructional coaches plan with teachers, model lessons for teachers, and provide feedback for implementation of the new Florida Standards.

Our Guidance Counselor works closely with our teachers to provide Tier 2 and Tier 3 intervention assistance for student with behavior problems that affect student achievement.

Our Media Specialist assists all teachers with the selection of media materials to support the new Florida Standards along with supporting students with research topics and projects.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The leadership team identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes using the following data:

-Baseline Data: FAIR (3rd-5th), Florida Standards Assessment (FSA), Classroom Assessments, Lowest 25% data

-Progress Monitoring: FAIR, Reading Wonders Assessments, Go Math Assessments

-Mid-Year: FAIR, Classroom Assessments

-End of Year: FAIR, FSA, Classroom Assessments

-Frequency of Data Assessments: FAIR- 3 times a year; FSA-yearly; Classroom Assessments- End of chapter and end of unit tests

-Lowest 25%-Quarterly

-Tier 2 & 3 behavior interventions

The data is used to problem solve and allocate resources for the highest impact. ESE and ESOL students are clustered in order to maximize the time the ESE Inclusion teacher and the ESOL paraprofessionals spend with students.

We also use our reading and math coaches to plan, model, and support teachers based on the needs identified from the data, observations, or individual request.

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amy Weingarth	Education Support Employee
Marlow Wilson	Parent
Karen Shaut	Business/Community
Rean Ward	Business/Community
Jessica Zivkovich	Education Support Employee
Wayne Roberts	Business/Community
Yamelith Williams	Education Support Employee
Yvette Scarborough	Principal
Milton Gilmore	Teacher
David Dure	Teacher
Angela Forbes	Teacher
Bianca Montejo	Teacher
Kimberly Russ	Teacher
Donna Heck	Business/Community
Vanyti Neal	Parent
Zulcika Gardner	Parent
Jean Barder	Parent
Jennifer Wolf	Parent
Patricia Harding	Parent
Conner Roberts	Parent
Kayla Thompson	Parent
Ashley Malowich	Parent
	Student

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

### *Evaluation of last year's school improvement plan*

Each year the principal presents the School Improvement Plan to the SAC. The school advisory council met quarterly to discuss the progress of the School Improvement Plan goals, data from various assessments used in the school, and barriers. Each SAC member was encouraged to ask questions about the data and strategies implemented to improve student achievement. Then the plan is voted on for approval.

### *Development of this school improvement plan*

SAC members were given an opportunity to offer input about the school improvement plan for the next year in the following ways:

- Assist in developing and reviewing school vision statement, goals, and objectives
- Analyze various data sources
- Vote on the expenditure of SAC Allocation Funds, School Recognition Funds, and Lottery Funds
- Review all funds reported in School Improvement Plan.
- Support and review school improvement implementation.

*Preparation of the school's annual budget and plan*

The SAC offers suggestions as to how they would like to see the available funds used. The priorities are in the areas of student learning and how it impacts the learning and instruction of students.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

We did not use the school improvement funds last year because they were received so late in the year.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Scarborough, Yvette	Principal
Weingarh, Amy	Assistant Principal
Kalch, Laura	Guidance Counselor
Skiles, Carlene	Instructional Media
Hardee, Taryn	Instructional Coach
McClellan, Kathy	Instructional Coach
Friedt, Maria	Teacher, K-12
Reynolds, Dove	Teacher, K-12
Carleton, Elyshia	Teacher, K-12
Turner, Brenda	Teacher, K-12
Coppolo, Emily	Teacher, K-12
Gilmore, Milton	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The School-Based Literacy Leadership Team meets weekly to examine data in the areas of FAIR and ongoing reading and math assessments. The team looks for trends in data and brainstorms interventions and discusses resources for teachers. They will focus on curriculum needs as we fully implement the new Florida Standards.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The master schedule is designed so that teachers have common planning time. Teachers meet with grade level teams to collaboratively plan Language Arts, Math, Social Studies, and Science lessons. The master schedule is also designed so that teachers meet weekly in PLCs to discuss ongoing assessment data based on the Florida Standards. Teachers discuss students needs based on data and create differentiated small group and center plans. In addition, teachers meet every other week in PLCs for professional development based on the needs of the staff and students.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The administrative team attends Recruitment and Hiring Fairs to collaborate with area colleges to interview candidates for teaching positions. In addition, Churchwell Elementary meets with new teachers on a weekly basis to discuss instructional strategies, curriculum, student engagement, and questions about daily classroom practices.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers to Churchwell Elementary and teachers that are new to the profession are mentored throughout the year. Teachers are paired with experienced teachers on their grade level. This pairing helps the new teacher have a close resource to ask questions about school information, planning, curriculum, and instruction. All new teachers will have a new teacher orientation session with the school's Math coach and Title I interventionist. This orientation helps the new teachers adjust to the school environment, gather all their supplies and curriculum needs, and gather information about orientation and the first week of school. Throughout the school year, the new teachers will become part of a "Breakfast Club" on campus. The new teachers will meet once a month to ask questions and share ideas. In addition, they will have weekly sessions with their mentor teacher to discuss progress, ask questions, and express concerns.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers use the district learning schedules and create lesson plans that are standards based. The core instructional programs and materials are district issued. Teachers use all programs and materials to match the Florida standards they are teaching. Grade levels collaboratively plan together and submit lesson plans for administration to review.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Churchwell Elementary teachers use ongoing assessments to track student data in ELA and Math. Teachers graph student results and discuss their student performance on the common assessment with their grade level teams. From the analysis of this data, teachers then create differentiated groups and centers based on the level of mastery of the FL standards.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

An additional 30 minutes of instruction was added to the school day by adjusting the bell schedule. This has allowed for increased instructional time. A school-wide focus is on bell-to-bell instruction and making sure we are using all time wisely.

**Strategy Rationale**

The addition of the 30 minutes of instructional time will allow the teachers and students extra time the new more rigorous Florida Standards will need.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Scarborough, Yvette, yvette.scarborough@polk-fl.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

We will use FAIR and CELLA from grades 3-5 and ongoing classroom assessments in reading and math to determine the effectiveness of this strategy.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Our PreK readiness rate is 100%. Students in PreK have the opportunity to visit a Kindergarten classroom prior to attending Kindergarten. The students meet the Kindergarten teachers and learn the daily transitions and routines of a kindergartner.

5th grade students at Churchwell Elementary are given the opportunity to meet guidance counselors and/or administration from the school they will be attending. They have the opportunity to attend a family night at their middle school and have the opportunity to register for classes prior to starting their 6th grade year.

**College and Career Readiness**

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

Churchwell provides exposure to various careers through participation in a Career Day, The Great American Teach-In, and Take Your Child to Work Day. This includes reading and writing follow-up activities that encourage the students to analyze and synthesize the information gained from these experiences.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will consistently analyze each of the Florida Standards and teach all components of the standards to the full extent, moving all students to proficiency in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Teachers will consistently analyze each of the Florida Standards and teach all components of the standards to the full extent, moving all students to proficiency in all content areas. 1a

G043001

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	62.0
FCAT 2.0 Science Proficiency	59.0
AMO Reading - All Students	71.0

**Resources Available to Support the Goal** 2

- Instructional Resource Teachers
- Paras ESOL
- Computer labs
- Math/Reading Resource room
- Technology-R.W. Intervention
- Common planning time and data chats
- Think Central, CPALMS
- Media Center
- Regional and school coaches
- Title One Funds

**Targeted Barriers to Achieving the Goal** 3

- Curriculum: Lack of teacher knowledge in analyzing the Florida Standards; Lack of use in current rigorous resources and activities
- Instruction: Lack of bell to bell instruction; lack of differentiation in small groups; lack of authentic and effective student engagement and accountability.
- Environment: Lack of relationships with students, parents, peers, administration and community.

**Plan to Monitor Progress Toward G1.** 8

Students in grades 3-5 will be monitored through FAIR and K-5 will take ongoing assessments in reading, writing, math and science.

**Person Responsible**

Yvette Scarborough

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Beginning, Mid-year and end of year FAIR Assessments and monthly ongoing assessments in reading, writing, math and science.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Teachers will consistently analyze each of the Florida Standards and teach all components of the standards to the full extent, moving all students to proficiency in all content areas. **1**

 G043001

**G1.B1** Curriculum: Lack of teacher knowledge in analyzing the Florida Standards; Lack of use in current rigorous resources and activities **2**

 B105111

**G1.B1.S1** Provide professional development **4**

 S116434

### Strategy Rationale

To strengthen the understanding of standards

### Action Step 1 **5**

Provide Professional Development: Professional development will consist of personnel from the district reading and math department, to strengthen teachers understanding of standards analysis and develop rigorous plans.

#### Person Responsible

Yvette Scarborough

#### Schedule

Biweekly, from 8/18/2014 to 6/11/2015

#### Evidence of Completion

Sign in sheets, ARROWS, presentations/handouts; lesson plans, student artifacts, classroom observations

**Action Step 2** 5

Administrators will look for evidence of implementation of professional development during observations in the classrooms. They will also provide specific feedback when needed to improve the implementation of the new learning.

**Person Responsible**

Yvette Scarborough

**Schedule**

On 6/5/2015

***Evidence of Completion***

Observation notes from each administrator.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administration and school based coaches will monitor lesson planning.

**Person Responsible**

Yvette Scarborough

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, meeting observations, minutes from the grade level planning, student artifacts

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teachers will use the Florida Standards, grade level content specifications and assessment limits when planning to ensure that they are meeting the full intent of the standard. Grade levels will collaboratively plan with assistance from the reading and math coaches and administration.

**Person Responsible**

Yvette Scarborough

**Schedule**

On 6/4/2015

***Evidence of Completion***

Lesson plans, observations, student artifacts, meeting notes

**G1.B1.S2 Utilizing district and school instructional coaches** 4

 S116435

**Strategy Rationale**

To provide uniform message

**Action Step 1** 5

Utilizing district and school instructional coaches: Coaches will be utilized in collaborative planning to increase rigor within the lessons and in understanding the full intent of the standard.

**Person Responsible**

Yvette Scarborough

**Schedule**

Biweekly, from 8/11/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, grade level meeting notes, observations, and student artifacts

**Action Step 2** 5

Teachers in grades 3-5 will attend District initiated professional development as it is offered to gain a deeper understanding of the new Florida Standards.

**Person Responsible**

Yvette Scarborough

**Schedule**

Annually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

When the teachers return they will use the knowledge of the standards as they plan and prepare lessons.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration will monitor the quality and rigor of lesson plans.

**Person Responsible**

Yvette Scarborough

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, focused classroom observations, student artifacts

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Administration will monitor monthly student data in reading, writing, math, and science to ensure that students are becoming proficient in the Florida Standards.

**Person Responsible**

Yvette Scarborough


**Schedule**

Daily, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Each teacher's data binder, grade level data binder, observations, and student artifacts

**G1.B2** Instruction: Lack of bell to bell instruction; lack of differentiation in small groups; lack of authentic and effective student engagement and accountability. 2

 B105112

**G1.B2.S1** Provide PD for differentiation and student engagement 4

 S116671

### Strategy Rationale

To meet the needs of all students

#### Action Step 1 5

Provide professional development for differentiation and student engagement: Teachers will use common assessments to analyze student data to differentiate small groups. Professional development in reading, writing, math, and science from district personnel will be given to plan appropriate, effective instruction for centers and small groups along with effective student engagement.

#### **Person Responsible**

Yvette Scarborough

#### **Schedule**

Biweekly, from 9/1/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, observations, student data and student artifacts

#### Action Step 2 5

Administrators will monitor the fidelity of the instructional blocks, differentiated small group instruction, and effective student engagement.

#### **Person Responsible**

Yvette Scarborough

#### **Schedule**

On 6/5/2015

#### **Evidence of Completion**

Administrator observations and notes.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administration will monitor lesson plans and instruction for the use of differentiated instruction and effective student engagement in all subject areas.

**Person Responsible**

Yvette Scarborough

**Schedule**

Weekly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Small group lesson plans, focused observations, student data, and student artifacts

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administration will observe in classrooms during the designated time for differentiated instruction and effective student engagement and monitor lesson plans to ensure it is based on the Florida Standards and is rigorous.

**Person Responsible**

Yvette Scarborough

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, focused observations, and student artifacts



**G1.B3** Environment: Lack of relationships with students, parents, peers, administration and community. 2

B105113

**G1.B3.S1** Understanding Poverty by Ruby Payne professional development 4

S116676

### Strategy Rationale

To understand our community and students

### Action Step 1 5

The staff will participate in professional development about understanding poverty. We will ask trainers from our district to conduct the Understanding Poverty by Ruby Payne workshop.

#### Person Responsible

Yvette Scarborough

#### Schedule

On 6/4/2015

#### Evidence of Completion

The principal will collect parent conference logs from each teacher to determine how many conferences they held with each family. These will be collected quarterly so adjustments can be made throughout the year.

### Action Step 2 5

Teachers will have parent conferences at least twice a year with each family.

#### Person Responsible

Yvette Scarborough

#### Schedule

Annually, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Teachers will submit their conference logs to the principal at the end of each quarter.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Teachers will work on improving relationships with students, parents, peers, administration, and community members.

**Person Responsible**

Yvette Scarborough

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Classroom observations, parent conference logs, grade level meeting observations

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Administration will observe the relationships developed with students during classroom observations. Teachers will meet with families at least twice a year to review the progress of students as evidenced by parent conference logs. Teachers will also develop relationships with peers through collaborative planning.

**Person Responsible**

Yvette Scarborough

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Classroom observations, conference logs, planning meeting notes and observations

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development: Professional development will consist of personnel from the district reading and math department, to strengthen teachers understanding of standards analysis and develop rigorous plans.	Scarborough, Yvette	8/18/2014	Sign in sheets, ARROWS, presentations/handouts; lesson plans, student artifacts, classroom observations	6/11/2015 biweekly
G1.B1.S2.A1	Utilizing district and school instructional coaches: Coaches will be utilized in collaborative planning to increase rigor within the lessons and in understanding the full intent of the standard.	Scarborough, Yvette	8/11/2014	Lesson plans, grade level meeting notes, observations, and student artifacts	6/4/2015 biweekly

**Polk - 1841 - R. Clem Churchwell Elementary - 2014-15 SIP**  
*R. Clem Churchwell Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Provide professional development for differentiation and student engagement: Teachers will use common assessments to analyze student data to differentiate small groups. Professional development in reading, writing, math, and science from district personnel will be given to plan appropriate, effective instruction for centers and small groups along with effective student engagement.	Scarborough, Yvette	9/1/2014	Lesson plans, observations, student data and student artifacts	6/4/2015 biweekly
G1.B3.S1.A1	The staff will participate in professional development about understanding poverty. We will ask trainers from our district to conduct the Understanding Poverty by Ruby Payne workshop.	Scarborough, Yvette	10/1/2014	The principal will collect parent conference logs from each teacher to determine how many conferences they held with each family. These will be collected quarterly so adjustments can be made throughout the year.	6/4/2015 one-time
G1.B1.S1.A2	Administrators will look for evidence of implementation of professional development during observations in the classrooms. They will also provide specific feedback when needed to improve the implementation of the new learning.	Scarborough, Yvette	8/18/2014	Observation notes from each administrator.	6/5/2015 one-time
G1.B1.S2.A2	Teachers in grades 3-5 will attend District initiated professional development as it is offered to gain a deeper understanding of the new Florida Standards.	Scarborough, Yvette	8/18/2014	When the teachers return they will use the knowledge of the standards as they plan and prepare lessons.	6/5/2015 annually
G1.B2.S1.A2	Administrators will monitor the fidelity of the instructional blocks, differentiated small group instruction, and effective student engagement.	Scarborough, Yvette	8/18/2014	Administrator observations and notes.	6/5/2015 one-time
G1.B3.S1.A2	Teachers will have parent conferences at least twice a year with each family.	Scarborough, Yvette	8/18/2014	Teachers will submit their conference logs to the principal at the end of each quarter.	6/5/2015 annually
G1.MA1	Students in grades 3-5 will be monitored through FAIR and K-5 will take ongoing assessments in reading, writing, math and science.	Scarborough, Yvette	8/18/2014	Beginning, Mid-year and end of year FAIR Assessments and monthly ongoing assessments in reading, writing, math and science.	6/4/2015 weekly
G1.B1.S1.MA1	Teachers will use the Florida Standards, grade level content specifications and assessment limits when planning to ensure that they are meeting the full intent of the standard. Grade levels will collaboratively plan with assistance from the reading and math coaches and administration.	Scarborough, Yvette	8/18/2014	Lesson plans, observations, student artifacts, meeting notes	6/4/2015 one-time
G1.B1.S1.MA1	Administration and school based coaches will monitor lesson planning.	Scarborough, Yvette	8/18/2014	Lesson plans, meeting observations, minutes from the grade level planning, student artifacts	6/4/2015 weekly
G1.B2.S1.MA1	Administration will observe in classrooms during the designated time for differentiated instruction and effective student engagement and monitor lesson plans to ensure it is based on the Florida Standards and is rigorous.	Scarborough, Yvette	8/18/2014	Lesson plans, focused observations, and student artifacts	6/4/2015 weekly
G1.B2.S1.MA1	Administration will monitor lesson plans and instruction for the use of differentiated instruction and effective student engagement in all subject areas.	Scarborough, Yvette	9/1/2014	Small group lesson plans, focused observations, student data, and student artifacts	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Administration will observe the relationships developed with students during classroom observations. Teachers will meet with families at least twice a year to review the progress of students as evidenced by parent conference logs. Teachers will also develop relationships with peers through collaborative planning.	Scarborough, Yvette	8/18/2014	Classroom observations, conference logs, planning meeting notes and observations	6/4/2015 weekly
G1.B3.S1.MA1	Teachers will work on improving relationships with students, parents, peers, administration, and community members.	Scarborough, Yvette	8/25/2014	Classroom observations, parent conference logs, grade level meeting observations	6/5/2015 weekly
G1.B1.S2.MA1	Administration will monitor monthly student data in reading, writing, math, and science to ensure that students are becoming proficient in the Florida Standards.	Scarborough, Yvette	8/18/2014	Each teacher's data binder, grade level data binder, observations, and student artifacts	6/4/2015 daily
G1.B1.S2.MA1	Administration will monitor the quality and rigor of lesson plans.	Scarborough, Yvette	8/18/2014	Lesson plans, focused classroom observations, student artifacts	6/4/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Teachers will consistently analyze each of the Florida Standards and teach all components of the standards to the full extent, moving all students to proficiency in all content areas.

**G1.B1** Curriculum: Lack of teacher knowledge in analyzing the Florida Standards; Lack of use in current rigorous resources and activities

**G1.B1.S1** Provide professional development

### PD Opportunity 1

Provide Professional Development: Professional development will consist of personnel from the district reading and math department, to strengthen teachers understanding of standards analysis and develop rigorous plans.

#### Facilitator

FDLRS, Reading and Math departments at the district, school based coaches

#### Participants

Teachers

#### Schedule

Biweekly, from 8/18/2014 to 6/11/2015

**G1.B1.S2** Utilizing district and school instructional coaches

### PD Opportunity 1

Utilizing district and school instructional coaches: Coaches will be utilized in collaborative planning to increase rigor within the lessons and in understanding the full intent of the standard.

#### Facilitator

FDLRS, Math and Reading district and school coaches

#### Participants

teachers

#### Schedule

Biweekly, from 8/11/2014 to 6/4/2015

## PD Opportunity 2

Teachers in grades 3-5 will attend District initiated professional development as it is offered to gain a deeper understanding of the new Florida Standards.

### Facilitator

District personnel

### Participants

Third- Fifth grade teachers

### Schedule

Annually, from 8/18/2014 to 6/5/2015

**G1.B2** Instruction: Lack of bell to bell instruction; lack of differentiation in small groups; lack of authentic and effective student engagement and accountability.

**G1.B2.S1** Provide PD for differentiation and student engagement

## PD Opportunity 1

Provide professional development for differentiation and student engagement: Teachers will use common assessments to analyze student data to differentiate small groups. Professional development in reading, writing, math, and science from district personnel will be given to plan appropriate, effective instruction for centers and small groups along with effective student engagement.

### Facilitator

District and school reading and math coaches

### Participants

teachers

### Schedule

Biweekly, from 9/1/2014 to 6/4/2015

**G1.B3** Environment: Lack of relationships with students, parents, peers, administration and community.

**G1.B3.S1** Understanding Poverty by Ruby Payne professional development

**PD Opportunity 1**

The staff will participate in professional development about understanding poverty. We will ask trainers from our district to conduct the Understanding Poverty by Ruby Payne workshop.

**Facilitator**

Trainer from Professional Development Department

**Participants**

Teachers

**Schedule**

On 6/4/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*



## Budget Rollup

### Summary

Description	Total
Grand Total	0