Robert E. Churchwell Museum Magnet Elementary
COMMUNITY ACHIEVES STRATEGIC PLAN, 2019-20

Robert E. Churchwell School has identified 4 priorities as part of the School Improvement Plan (SIP) for the 2019-20 school year:

1. Increase reading achievement from 13% SY18-19 to 18.4%
2. Increase math achievement from 4% SY18-19 to 10.4%.
3. Decrease Chronic Absences from 22.4% to 19.0%
4. Address school culture and climate needs by reducing suspensions and referrals

As a community school, Robert E. Churchwell School strives to improve conditions for learning through collaborative work with our partners to bring community support to the school, as organized around four pillars of support that we believe are important to preparing the whole child for success:

- Family Engagement
- College and Career Readiness
- Health and Wellness
- Social Services and Adult Development

The purpose of this strategic plan is to present (1) a brief snapshot of our school's data and other information to demonstrate the need to coordinate resources within the pillars in support of the priorities, (2) information related to how the school currently (2018-19) coordinates resources within the pillars of support, and (3) information about how the school wants community partners to support the school in its efforts to achieve goals for students in 2019-20.

SCHOOL DEMOGRAPHICS & KEY DESCRIPTORS

Robert E. Churchwell MMES will begin developing as a community school within the MNPS Community Achieves framework in 2019-20. As part of this initiative, we will have a full-time Site Manager to help coordinate supports to remove barriers to teaching and learning.

In 2018-19, our enrollment included 17 PreK students and 313 K-4th grade students. Some sample demographic data for the school includes:

- Black – 303 students
- Hispanic – 5 students
- White – 5 students
- EL – 8 students
- Students with disabilities – 53

In 2018-19, 34% of our teachers were new to the profession, with 0-3 years of experience
FAMILY ENGAGEMENT

(1) Data & anecdotal information that indicates a need for family engagement support
   - Robert E. Churchwell MMES hosted 76 parent events during SY18-19

(2) What was in place in 2018-19 to support family engagement
   - Robert E. Churchwell MMES hosted 76 parent events during SY18-19. The school has 4 Pencil partners and 15 Community partners

(3) What school wants in place in 2019-20 to support family engagement
   - Organize organizations and individuals to come and conduct parent workshops on literacy and numeracy
   - Organize organizations and individuals to work with the school teachers to conduct parent workshops on literacy and numeracy
   - Provide volunteer opportunities for families and community partners to come and participate in special events (Read Me Week, Dr. Seuss birthday, Career fair, etc.)
   - Organize and create cohort groups (Reading buddies, Lunch buddies, during school/after school clubs) led by community partners/volunteer to address the needs of the KPIs
   - Engage parents in conversation about the need of support to decrease the number of chronic absences (hosting a family event for Attendance Awareness in September)
   - Organize volunteers to help with the various monthly family events (Fall festival, Family literacy night, Family Math night, holiday luncheons, etc.)
   - Community partners to provide donations to help with the cost of food at monthly parent meetings/events (PTO meetings, Family nights, special family events, etc.)

COLLEGE & CAREER READINESS

(1) Data & anecdotal information that indicates a need for college & career readiness support
   - Robert E. Churchwell MMES has 19.9% of student with chronic absences that are on the Hero's program. The school also formed an Attendance team to monitor attendance and address the need of attendance. The school's overall chronically absent rate is 22.4% and the average attendance rate is 94%.

(2) What was in place in 2018-19 to support college & career readiness
   - Team meet weekly to go over data and make telephone calls. The attendance team utilized social media and call out information for Attendance matters campaign. Teachers made initial contact with students after 3 days of absence. The team also provides school-wide, grade level and class attendance incentives

(3) What school wants in place in 2019-20 to support college & career readiness
   - The school would like to involve community resources to help support students and families with chronic absenteeism by collaborating with business, colleges, universities, and churches to help deliver supports to students and families (individualized supports, targeted programs, school-wide services).
• Implement an attendance program that will provide weekly and monthly incentive rewards for parents and students for improved attendance.
• Implement rewards for parents and students for improved attendance: Bear Cave incentive program (PBIS), Monthly Incentive (February “I Love School”, March “Madness”, etc.
• Recognize attendance at Awards day with incentive rewards
• Provide incentive rewards through the “Love Helps Triple “A” Achiever Awards”
• Train community partners to serve as mentors for chronic students
• Organize volunteers to help in proctoring for standardized tests

HEALTH & WELLNESS
(1) Data & anecdotal information that indicates a need for health & wellness support
• The school’s overall incidents/referrals have been reduced from 212 incidents to 97 in 2018-2019.
• The behavior incidents for SY18-19 was 78 and out of the 78 incidents, 73 incidents were by black males.
• This school year there have been 14 incidents of OSS involving 13 black male students.

(2) What was in place in 2018-19 to support health & wellness
• The school’s AP and Dean of Students oversees the implementation of our Positive Behavior Intervention System (PBIS).
• The School Counselor uses district mandated First Steps
• The School Counselor provided monthly classroom guidance lessons. Class Dojo and classroom behavior calendars were utilized. Behavioral expectations were posted throughout the school.
• The school has a mentoring program called “Breakfast Bunch Club” that serves as a check-in/check-out.

(3) What school wants in place in 2019-20 to support health & wellness
• The school staff needs training in Adverse Childhood Experiences (ACE) and SEL
• Sponsored lunch for teachers to help build momentum for our teachers
• Organize a community partner to provide monthly self care (Yoga, Zumba, massages, etc) for our teachers and staff
• The school is looking for partners to assist with on-going team building activities to foster teacher and staff buy-in
• The school is looking for partners to assist with SEL-related programming during or after school hours for students
• Organize volunteers to help with the school on the “Breakfast Bunch Club” check-in/check-out by serving as mentors
• Organize volunteers to help with the school's new cohorts (Tie Thursday for boys and Girls with Pearls) to help reduce the behavior incidents
• Organize volunteers to help with days students visit the “Bear Cave” and help in restocking items for the “Bear Cave”
SOCIAL SERVICES & ADULT DEVELOPMENT

(1) Data & anecdotal information that indicates a need for social services & adult development support
- 90% of the Robert E. Churchwell MMES students are classified as economically disadvantaged. Because this estimate relies on direct certification, we feel the actual percent is likely higher. Direct certification is the process under which Local Education Agencies (LEAs) certify children who are members of households receiving assistance under the assistance programs (e.g., SNAP, TANF) as eligible for free benefits, without further application, based on information provided by the state or local agencies administering those programs.

(2) What was in place in 2018-19 to support social services & adult development
- Partnership with Nashville State Community College that provided GED classes to families

(3) What school wants in place in 2019-20 to support social services & adult development
- Increase partners that provide food for creating an on-site emergency food/snack pantry as well as food pantry that is available to families during breaks (Fall break, Winter break, Spring break, etc.)
- Increase partners to help with providing basic school needs (school uniforms, children’s underwear, children’s socks and closed-toe shoes)
- Organize and create additional opportunities for partners to provide Adult Education classes (Cooking, financial/budgeting, home buying, etc.)
- Increase direct support to parents in educating them of why it is important for their child to be successful in school
- Organize volunteers to help in restocking and doing inventory on the items in the Clothing closet