Broward County Public Schools

Royal Palm Elementary School

2021-22 Schoolwide Improvement Plan

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Royal Palm Elementary School

1951 NW 56TH AVE, Lauderhill, FL 33313

[no web address on file]

Demographics

Principal: Marie Rumble Wise

Start Date for this Principal: 11/17/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (43%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Royal Palm Elementary School

1951 NW 56TH AVE, Lauderhill, FL 33313

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Royal Palm Elementary School's mission is to "everyday provide all scholars with an exceptional educational experience, fostered through strong instruction, high expectations, grade appropriate assignments and deep engagement. The purpose is to prepare and empower generations of leaders to collaborate in our global society through motivation, mentoring, and creative problem solving.

This year, we are placing emphasis on increasing Tier 1 teaching and learning, and closing the achievement gap through the studying and implementation of Don Lemov's Teach Like a Champion 2.0. The school leadership team is working with the Teacher Professional and Leadership Growth department to implement standards based instruction through high quality Tier 1 standards aligned units.

Provide the school's vision statement.

Royal Palm Elementary School has a vision and a belief that all students can and will learn, and that education is the ultimate equalizer in today's growing and ever changing world. We are duty bound to provide our students with a quality education, and we will stop at nothing to attain that goal! Our vision includes providing every child a complete and comprehensive learning experience, grounded with foundational skills that will guide them beyond their elementary school years to be confident for college or career readiness!

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Darby, Thomas	Principal	The Principal's primary responsibility is that of Instructional Leader. Mr. Darby provides vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Rumble-Wise, Marie	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. Mrs. Rumble-Wise leads Professional Learning Communities (PLC) and facilitates the instructional planning process.
Brunson, Olitha	Instructional Coach	Mrs. Brunson leads the literacy program at Royal Palm Elementary, ensuring full implementation of literacy. Mrs. Brunson's primary role is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.
Fuller, Amy	Math Coach	Ms. Fuller is the Math Coach overseeing Math implementation. Ms. Fuller assists teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement., models innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons, and develops and assists teachers in designing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.
Bogle, TaiQuay	Other	Mrs. Bogle supports the Literacy Coach with ELA implementation, provide support to teachers and direct support to scholars to increase student achievement.

Demographic Information

Principal start date
Friday 11/17/2017, Marie Rumble Wise

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
31

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

717

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

6

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

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	62	85	99	144	146	0	0	0	0	0	0	0	635
Attendance below 90 percent	55	53	54	69	93	72	0	0	0	0	0	0	0	396
One or more suspensions	0	0	0	1	3	5	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	11	35	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	40	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	3	8	5	2	24	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	8	6	15	43	0	0	0	0	0	0	0	75

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	91	109	106	135	142	0	0	0	0	0	0	0	656
Attendance below 90 percent	36	39	37	32	56	52	0	0	0	0	0	0	0	252
One or more suspensions	0	4	9	3	17	17	0	0	0	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	36	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	41	0	0	0	0	0	0	0	49

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	9	3	17	17	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	91	109	106	135	142	0	0	0	0	0	0	0	656
Attendance below 90 percent	36	39	37	32	56	52	0	0	0	0	0	0	0	252
One or more suspensions	0	4	9	3	17	17	0	0	0	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	36	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	41	0	0	0	0	0	0	0	49

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	9	3	17	17	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	59%	57%	36%	56%	56%
ELA Learning Gains				51%	60%	58%	41%	57%	55%
ELA Lowest 25th Percentile				42%	54%	53%	51%	51%	48%
Math Achievement				52%	65%	63%	47%	62%	62%
Math Learning Gains				61%	66%	62%	56%	60%	59%
Math Lowest 25th Percentile				44%	53%	51%	42%	47%	47%
Science Achievement				18%	46%	53%	30%	49%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	38%	60%	-22%	58%	-20%
Cohort Comparison						
04	2021					
	2019	39%	62%	-23%	58%	-19%
Cohort Comparison		-38%				
05	2021					
	2019	39%	59%	-20%	56%	-17%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison						
04	2021					
	2019	47%	67%	-20%	64%	-17%
Cohort Comparison		-56%				
05	2021					
	2019	43%	64%	-21%	60%	-17%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	19%	49%	-30%	53%	-34%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used to compile the data below is the iReady Diagnostic for Reading and Math. For Science, the tool is the NGSS Science Assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.6	25	38.5
	Economically Disadvantaged	26.8	25.3	38.9
	Students With Disabilities	18.8	0	13.3
	English Language Learners	25	25	33.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.3	18.6	22.4
	Economically Disadvantaged	25.7	7.1	22.9
	Students With Disabilities	33.3	12.5	0
	English Language Learners	25	18.7	11.1

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.9	26.5	36.1
	Economically Disadvantaged	24.1	27.8	37.1
	Students With Disabilities	27.3	18.2	27.3
	English Language Learners	25	26.5	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.9	15.1	23
	Economically Disadvantaged	10.6	15.3	24.1
	Students With Disabilities	15	20	0
	English Language Learners	0	0	12.5

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.3	34.7	51.9
	Economically Disadvantaged	29.2	34.1	25
	Students With Disabilities	21.4	16.7	35.7
	English Language Learners	8	13	7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	18.2	30
	Economically Disadvantaged	8.9	19.1	29.3
	Students With Disabilities	14.3	89.1	23.1
	English Language Learners	0	8.3	8.3

Grade 4

English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	23.4	26.9
	Economically Disadvantaged	17.5	23.4	26.5
	Students With Disabilities	5.3	10	0
	English Language Learners	6.7	0	8.3

Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.6	20	33.3
	Economically Disadvantaged	9.6	20.5	33.7
	Students With Disabilities	5.9	5.6	5.9
	English Language Learners	7.1	13.3	23.1

Grade 5

English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.3	25.5	27.8
	Economically Disadvantaged	16.9	26.2	31.3
	Students With Disabilities	11.5	11.5	0
	English Language Learners	9.5	15	0

Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.8	17.8	60
	Economically Disadvantaged	11.2	17.7	60
	Students With Disabilities	9.5	10	
	English Language Learners	9.5	10	

Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			20
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			23

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	23	45	13	17	17	5				
ELL	18	24		30	13	20	14				
BLK	26	30	44	23	14	16	20				
HSP	48			45			30				
FRL	28	32	40	25	16	19	22				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	30	43	25	44	29	7				
ELL	29	35	29	41	53	55	15				
BLK	39	49	41	51	59	44	16				
HSP	65	79		71	93						
FRL	40	51	43	51	60	42	18				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	49	53	28	46	29	27				
ELL	28	47	63	44	60	52	23				
BLK	35	40	52	47	56	42	30				
HSP	46	40		46	50						
FRL	35	41	51	47	55	42	29				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	225
Total Components for the Federal Index	8
Percent Tested	88%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Our scholars currently struggle in English Language Arts and Math across all grade levels. This includes all our subgroups. Proficiency is consistently below the 50% mark for all subgroups.

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

English Language Arts is the greatest need for improvement based on the 2019 state assessment and progress monitoring data. Proficiency in this content area showed the greatest decrease from the 2019 assessments.

On the 2019 ELA assessment, Integration of Knowledge and Ideas (3rd) and Key Ideas and Details (5th) showed the lowest performance.

5th Grade Science also is a need. There was a dramatic decrease of 12 percentage points from the 2018 state assessment.

Lowest Quartile Learning Gains (ELA and Math) showed the greatest decline from 2018 - 2019. Many of our SWDs are identified within this group.

Our students with disabilities subgroup also shows a significant need. These scholars over the past three years have demonstrated a need for additional supports to meet proficiency on state assessments.

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

Factors that contributed to this performance for our students with disabilities subgroups include tier 1 reading instruction aligned to the depth and breadth of the standards. These students are underperforming and though they receive specialized instruction to meet the goals listed on their Individualized Education Plans (IEPs), manu of these goals are based on the foundations of reading below grade level to support reading instruction in the classroom.

SWD will benefit from receiving additional grade level targeted tier 3 interventions and additional support during the ELA block. All scholars will receive tier 3 reading support from ESE personnel.

SWD will benefit from success groups, where they will be placed with a support staff member who will conference with them after formative assessments and guide them in setting goals for academic success.

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

The following improvements were seen on the 2019 assessments:
ELA - increase from 36% proficiency to 40% proficiency.
ELA Learning Gains - increase from 41% to 51%.
Math - increase from 47% proficiency to 52% proficiency.
Math Learning Gains - increase from 56% to 61.

Craft and structure standards and editing tasks showed the greatest improvement for all scholars in grades 3-5.

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

Scholars were provided opportunities to engage with editing tasks at the start of the school day. This will be a continued practice in our daily "Do Nows".

Both ELA and Math successes are attributed to the instructional leadership team observing and providing feedback to teachers through the implementation of the coaching cycle. Trend data was continuously collected to determine and provide professional development.

Other successes include, ensuring alignment of instruction to standards. This practice will continue this school year.

All scholars will receive ELA interventions or enrichment during our school-wide "Power Hour".
This year, Instructional leadership participation are an integral part of the planning process. The master schedule has been prioritized to maximize time for standards-based planning.

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

A common school-wide "Power Hour" utilizing a walk to read model is being implemented for the 2021 - 2022 school year. During this time, all scholars including SWD, will receive targeted supplemental instruction in reading. Scholars will be monitored for progress frequently and changes made to the groups so that differentiation can occur.

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

Teachers will receive professional development on the various intervention resources, the 4-step problem solving process, using data for instructional planning and improvement.

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

Administration frequently conducts walkthroughs to identify additional professional development needs.

Ongoing data analysis conversations will take place after every formative assessment to guide teachers in analyzing data and creating action plans for instructional improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	From the 2018 - 2019 school year, achievement in ELA decreased from 40% to 36%. Though not a significant decrease, the intended goal for the 2021-2022 school year is an ELA achievement rate of 65%.
Measurable Outcome:	By June 2022, 65% of scholars in grades 3-5 will score a level 3 or higher on the Florida Standards Assessment.
Monitoring:	Student performance will be closely monitored by administration through proficiency predictions on the tri-annual iReady Diagnostic assessment. Student performance data will also be the focus at frequent data analysis meetings.
Person responsible for monitoring outcome:	Thomas Darby (thomas.darby@browardschools.com)
Evidence-based Strategy:	Tier 1 instruction using standards aligned units, skill based instruction, and Teach Like a Champion Strategies.
	Implementation of the SAMCCCs - Small Group Instruction, Alignment to Standards, Maximizing instructional Minutes, Complexity and Rigor in all Activities, Content Area Journals with Feedback, and Circulating and Providing Feedback.
Rationale for Evidence-based Strategy:	Research shows that student achievement is maximized when strategic small group instruction is implemented consistently.
	The implementation of the SAMCCCs have proven to impact teaching and learning.

Action Steps to Implement

Empower Schools participant using standards aligned units.

Person Responsible	Olitha Brunson (olitha.brunson@browardschools.com)

Weekly planning with instructional coaches on using standards aligned units, providing feedback to students, and progress monitoring instruction.

Person Responsible	Olitha Brunson (olitha.brunson@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	ELA achievement for the 2019 school year was 40%. For SWDs, 30% of scholars in 3rd grade (current 5th graders) were proficient on the English Language Arts assessment. 35% proficient in Key Ideas and Details, 40% in Craft and Structure, and 31% in Integration of Knowledge and Ideas. A review of current beginning of year diagnostic and performance data, revealed that 29% of SWDs are projected to be proficient on the 2021-2022 adminIstration of the FSA (iReady Diagnostic 1).
Measurable Outcome:	By June 2022, 40% of SWDs will score a level 3 or higher on the English Language Arts Florida Standards Assessment.
Monitoring:	SWDs will be closely monitored by administration and will be the focus of frequent data analysis meeting.
Person responsible for monitoring outcome:	Thomas Darby (thomas.darby@browardschools.com)
Evidence-based Strategy:	Tier 1 instruction using standards aligned units, skill based instruction, and Teach Like a Champion Strategies. Implementation of the SAMCCCs - Small Group Instruction, Alignment to Standards, Maximizing instructional Minutes, Complexity and Rigor in all Activities, Content Area Journals with Feedback, and Circulating and Providing Feedback.
Rationale for Evidence-based Strategy:	Small group instruction. SWDs will receive targeted small group instruction in ELA daily in the school-wide intervention hour. Research shows that student achievement is maximized when strategic small group instruction is implemented consistently. The implementation of the SAMCCCs have proven to impact teaching and learning.

Action Steps to Implement

Provide teachers with professional development on intervention programs.

Person Responsible	Olitha Brunson (olitha.brunson@browardschools.com)

Provide teachers with professional development on the SAMCCCs and quality tier 1 instruction.

Person Responsible	Olitha Brunson (olitha.brunson@browardschools.com)

Weekly planning with instructional coaches on using standards aligned units, providing feedback to students, and progress monitoring instruction.

Person Responsible	Olitha Brunson (olitha.brunson@browardschools.com)

ESE Facilitator planning with classroom teachers to align strategies to ESE goals.

Person Responsible	Olitha Brunson (olitha.brunson@browardschools.com)

Tier II and III instruction to provide SWDs with standards based remediation during small group instruction and during the intervention hour block.

Person Responsible   Olitha Brunson (olitha.brunson@browardschools.com)

Additional Schoolwide Improvement Priorities

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

To address school-wide misbehavior and implement Positive Behavior Support, Royal Palm has implemented a school-wide behavior plan to establish a common language and teach scholars the expectations and implemented our Panda Principles.

The Panda Principles embody all we want our scholars to demonstrate. They are intertwined into the fabric of our school and should be referred to often. These principles were chosen based on the category of each referral written during the 2019-2020 and 2020-2021 school years.

These principles are posted in several areas throughout the school.
BE KIND to self, others, and school. Be friendly, generous, and considerate to others.
BE RESPECTFUL Communicate to staff and peers in an appropriate manner.
BE RESPONSIBLE Acknowledge and appropriately accept consequences for inappropriate actions.
BE IN CONTROL Make smart choices with your words and your actions.
BE COOPERATIVE Work with your instructional leaders and peers to accomplish school goals.

To establish a common language throughout the school and gain scholar's attention, the Panda Count will be used. Simply state: "Panda 1" with a finger raised. If compliance is not achieved, state "Panda 2". The goal is to get compliance at "Panda 1" but we realize that there are instances that will require the instructional leader to count to "Panda 3." Once compliance is achieved, thank scholars for being "Respectful" and "Cooperative" and proceed with the expectation or directive.

Royal Palm Elementary is a Class DOJO school. This medium is used to reinforce both positive and negative behaviors through the rewarding of points that scholars will redeem on a bi-weekly basis at the school store. All scholars will begin the week with 50 DOJO points.

Panda Bucks are used to capture student DOJO points to redeem rewards at the school store.

Each Quarter, those scholars who have consistently displayed excellent behavior (based on the award of Class DOJO points and Panda Bucks) will participate in quarterly PBIS celebrations.

Each Friday afternoon, a report of the previous week's referral is emailed to all staff. This keeps staff updated on the number of referrals each week as well as the progress of the SPBP implementation. Names of staff are not shared, only the behavioral referral data and consequences administered.

To frequently orient and remind scholars of the school-wide expectations, three Responsibility Assemblies will be held. These assemblies serve to remind scholars of the expectations, review behavioral data, and set goals for each semester. This year's assemblies will be held on the following dates:
Thursday, August 19, 2021
Wednesday, January 12, 2022
Tuesday, March 29, 2022

To ensure fidelity of the school-wide plan and monitor the implementation, goals were established and shared with all stakeholders:
? Through the implementation of Class DOJO and the School-wide Discipline Plan, there will be a 40% reduction in behavioral referrals for disruptive/unruly behavior by June 2022.
? By June 2022, there will be a 40% reduction in Office Disciplined Referrals for behavioral infractions in the classroom.
? By June 2022, there will be a 40% reduction in Office Disciplined Referrals for behavioral infractions in the cafeteria.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Royal Palm's mission this year is to build community. Building community among staff, students, parents, and community members is critical in impacting student achievement. We operate off the quote "Can our school be so welcoming, so inviting, and so comfortable that every person who walks through our door believes they are about to have an amazing experience?"

The school's mission this year was revised to convey high expectations; Everyday provide all scholars with an exceptional educational experience, fostered through strong instruction, high expectations, grade appropriate assignments and deep engagement. This mission is continually discussed and components in place. Staff was challenged to identify what these pillars look like throughout the school and how they can personalize it for their scholars and our families.

In creating a positive culture for staff, we have reinstated our Sunshine Committee. This committee identifies and spearheads staff activities inside and outside of school. There is a monthly calendar of events that recognizes staff, celebrates milestones, and promotes team building through events.
A Shout Out Board is also in place. This allows staff to spotlight the accomplishments (big or small) of their peers. Staff look forward to going to the board daily to help celebrate the accomplishments of their peers.
We also celebrate Thankful Thursdays at Royal Palm. Administration celebrates and thanks staff by providing lunch, breakfast or a small token each month.
Staff input is solicited and shared decision is a practice. This allows all staff to feel a part of the school and that their voice is being heard.

The Panda Principles (Be Kind, Be Respectful, Be Responsible, Be Cooperative, and Be in Control) are the core values we live by at Royal Palm. They intertwine in the very fabric of our school and outlines the expectations for our students and staff.

In creating a positive culture for students and families, Responsive Classroom practices are implemented. Everyday is a new day and all scholars are greeted at the door with a greeting of their choice. Engaging activities for the scholars and their families are instituted once monthly, bringing family activities in a safe environment for families to enjoy. A few upcoming activities are our Trunk and Treat (November) and our Polar Express (December) events. Students also participate in quarterly PBIS events. These events continue to encourage scholars to follow our Panda Principles (Be Kind, Be Respectful, Be Responsible, Be Cooperative, and Be in Control). A School store is in place to reward scholars for a variety of reasons. Students are recognized through our Student of the Month initiative where they are nominated by their peers and nominees receive socks and a spirit shirt.

In also creating a positive culture for our families, we also have an open door policy. The administrative team responds quickly to parent concerns and quickly finds a resolution. Parents are invited to volunteer for school events and our Community Liaison provides support and resources for our families.

Community members are also invited to partner with us. They are invited to our monthly School Advisory Council meetings and school events.

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

Staff - ensures the 4 pillars of the mission are implemented and personalized for scholars; strong instruction, high expectations, grade appropriate assignments and deep engagement. These instructional leaders are the bridge to building positive relationships with all stakeholders, especially our parents and scholars.

Scholars - are our customers. We are charged with ensuring they are safe and that they receive high quality instruction. These stakeholders help to promote a positive culture and environment through the building of relationships with staff and peers. The Panda Principles are continually taught, referenced, and they are charged with bringing to life what the Panda Principles exude.

Parents - our partners in education. Our parents join with us in creating an environment and providing the conditions where optimal teaching and learning can take place.

District Staff - These staff members support us in ensuring the appropriate resources, measures, and needs are supported and in place in all areas social, emotional, and familial.

Community Partners - These partners help us build and promote a positive culture by bringing the community to the school. Ensuring that school needs are met through community support.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$51,764.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	100-Salaries	1851 - Royal Palm Elementary School	Title, I Part A		$16,503.00
		Notes: Extended Learning Opportunities to build reading proficiency.				
	5000	500-Materials and Supplies	1851 - Royal Palm Elementary School	Title, I Part A		$8,011.00
		Notes: Instructional Materials for ELO.				
	5000	529-Technology-Related Textbooks	1851 - Royal Palm Elementary School	Title, I Part A		$22,362.00
		Notes: Site licenses to provide supplemental reading instruction.				
	6150	100-Salaries	1851 - Royal Palm Elementary School	Title, I Part A		$2,270.00
		Notes: Academic Parent Night designed to provide parents with the skills necessary to assist with reading at home. Teachers will provide training to parents.				
	6150	239-Other	1851 - Royal Palm Elementary School	Title, I Part A		$2,618.00
		Notes: Academic Parent Night materials and resources designed to provide parents with the skills necessary to assist with reading at home.				

2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$1,474.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	1851 - Royal Palm Elementary School	Title, I Part A		$1,474.00
			Notes: Instructional materials to build and support reading proficiency.			
					Total:	$53,238.00