Royal Palm Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 9/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (45%) 2018-19: C (44%) 2017-18: C (43%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the 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.

Table of Contents

Royal Palm Elementary School

1951 NW 56TH AVE, Lauderhill, FL 33313

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Royal Palm STEM Museum Magnet Elementary School's mission is to "Every day provide all scholars with an exceptional educational experience fostered through strong instruction, high expectations, grade appropriate assignments and deep engagement." Incorporating the 4 pillars of the Opportunity Myth (https://tntp.org/publications/view/scholar-experiences/the-opportunity-myth), our mission to ensure equitable opportunities for all scholars through administrative and teacher actions that close disparities between achievement gaps and allow for all scholars to achieve post-secondary outcomes.

The purpose of RPE Sprouting STEM Museum Magnet School is to build a foundation for the future. Scholars are taught critical thinking skills across all curricula. Technology is infused in all subject areas to motivate and enhance scholar learning strategies and scholar learning through daily walk-throughs in grades PK-5. Teachers are provided immediate feedback on how to improve instruction.
We believe that all scholars can learn through the implementation of appropriate and effective instruction and intervention.

Provide the school's vision statement.

RPE Sprouting STEM Museum Magnet's vision is that all scholars will be proficient in literacy. The goal is to build a love for reading for both pleasure and academic attainment. All scholars participate in Media studies as part of the special arts rotation with a strong connection to standards. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
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.
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.
Robertson, Kimarie	Reading Coach	Ms. Robertson 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.
Carey, Camika	Other	Dr. Carey 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
Thursday 9/22/2022, Marie Rumble Wise

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

719

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

8

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

9

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	128	73	106	119	132	0	0	0	0	0	0	0	653
Attendance below 90 percent	27	28	23	31	23	26	0	0	0	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	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		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	33	50	0	0	0	0	0	0	0	109
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	44	48	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	1	0	0	0	15	12	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	15	12	0	0	0	0	0	0	0	27

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	2	33	1	2	0	0	0	0	0	0	0	43
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

Thursday 9/22/2022

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	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	

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	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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	58%	56%				40%	59%	57%
ELA Learning Gains	62%						51%	60%	58%
ELA Lowest 25th Percentile	53%						42%	54%	53%
Math Achievement	35%	54%	50%				52%	65%	63%
Math Learning Gains	58%						61%	66%	62%
Math Lowest 25th Percentile	54%						44%	53%	51%
Science Achievement	14%	59%	59%				18%	46%	53%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	60%	-22%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	39%	62%	-23%	58%	-19%
Cohort Comparison		-38%				
05	2022					
	2019	39%	59%	-20%	56%	-17%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	47%	67%	-20%	64%	-17%
Cohort Comparison		-56%				
05	2022					
	2019	43%	64%	-21%	60%	-17%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	19%	49%	-30%	53%	-34%
Cohort Comparison						

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	22	51	44	17	62	57	4				
ELL	43	70	54	31	52	45	10				
BLK	39	61	53	35	56	53	13				
HSP	50			33	60						
FRL	39	60	52	34	55	52	14				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Our scholars have made tremendous improvement over the last two years in English Language Arts and Math. All subgroups increased in all reporting core subject areas. Proficiency an average of 11 points, learning gains an average of 30-40 points, and lowest quartile learning gains increased an average of 10 points. Despite the growth, our scholars continue to struggle to display proficiency in English Language Arts and Math across all grade levels and proficiency is consistently below the 50% mark for all subgroups.

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

Science is the greatest area for improvement on the 2022 state assessment. Only 14% of scholars were proficient on the Science Assessment which was a decrease from the previous years assessment (18%). Earth & Space Science showed the weakest performance (46%).

English Language Arts is also an area for improvement based on the 2022 state assessment and continued school level progress monitoring data. Though there was an increase in proficiency (28% to 40%), proficiency continues to fall below 50%.
On the 2022 ELA assessment, Key Ideas and Details showed the lowest performance (46%).

Math is also an area for improvement, continuing to fall below 50% over the last three years. Operations and Algebraic Thinking showed the lowest performance (43%).

Lowest Quartile Learning Gains (ELA and Math) showed the greatest increase from 2021 to 2022. 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 2022 state assessments, showed the most improvement?

The following improvements were seen on the 2022 assessments:
ELA Proficiency - increase from 28% proficiency to 40% proficiency.
ELA Learning Gains - increase from 31% to 62%.
ELA Lowest Quartile - increase from 42% to 53%
Math Proficiency - increase from 25% to 35%
Math Learning Gains - increase from 17% proficiency to 58% proficiency.
Math Lowest Quartile - increase from 19% to 54%.

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" utilizing a walk to read model.
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 will continue to be implemented for the
2022- 2023 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. ESE Support Facilitators will also take professional development courses on effectively providing support to SWD scholars.

Classroom teachers will receive professional development on supporting SWD scholars in the classroom.

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.

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA achievement for the 2022 school year was 40%. For SWDs, 11% of scholars were proficient on the English Language Arts assessment. 35% proficient in Key Ideas and Details, 44% in Craft and Structure, 39% in Integration of Knowledge and Ideas, and 45% in Language and Editing. A review of current beginning of year FAST performance data, revealed that 17% of SWDs are projected to be proficient (level 3 or higher) on the 2022-2023 adminIstration of the FAST PM 3.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 40% of SWDs will score a level 3 or higher on the English Language Arts FAST PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	SWDs will be closely monitored by administration and will be the focus of frequent data analysis meeting. Students progress will be tracked on PM 1 and PM 2.
Person responsible for monitoring outcome:	Thomas Darby (thomas.darby@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. Small group instruction. SWDs will receive targeted small group instruction in ELA daily in the school-wide intervention hour.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide teachers with professional development on intervention programs and strategies.

Person Responsible	Kimarie Robertson (kimarie.robertson@browardschools.com)

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

Person Responsible	Kimarie Robertson (kimarie.robertson@browardschools.com)

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

Person Responsible	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)

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

Person Responsible	Marie Rumble-Wise (marie.rumble-wise@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	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	From the 201-2022 school year, achievement in Science decreased from 18% to 14%. Science is a focus as Science proficiency has a direct correlation to Reading achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 50% of scholars in grade 5 will score a level 3 or higher on the Science assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student performance will be closely monitored by administration through performance on the beginning of the year and mid year Science assessments. Student performance will also be measured through common formative assessments. 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: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will provide targeted instruction using the 5-E Model of Instruction. The 5-E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems. A linear Science block will also be implemented providing a concrete framework for instructional delivery.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The findings of Atkin and Karplus directly informed the creation of the 5E Model, which focuses on allowing students to understand a concept over time through a series of established steps, or phases. These phases include Engage, Explore, Explain, Elaborate, and Evaluate. Research shows that when an instructional block is specified from start to finish (linear block), teachers have the full responsibility of creating academic content/ skill objectives, designing the way in which students learn (teacher-planned learning initiatives), providing feedback to reinforce learning, and administering assessments; all with the assumption that students will need the same amount of time to complete each step which contributes to overall student achievement.

Action Steps to Implement

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

Teachers will receive professional development on the 5-E Model of Instruction.

Person Responsible   Amy Fuller (amy.fuller@browardschools.com)

Weekly planning with STEM teacher and Instructional Coach on using standards aligned units, providing feedback to students, and progress monitoring instruction.

Person Responsible   Amy Fuller (amy.fuller@browardschools.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	ELA achievement for the 2022 school year was 40%. A review of current beginning of year diagnostic and performance data, revealed that 16% of students in grades 3-5 are projected to be proficient on the 2022-2023 adminIstration of the FAST PM 3.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, 65% of scholars in grades 3-5 will score a level 3 or higher on the English Language Arts Florida Standards Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student performance on FAST PM 1, PM 2, unit and interim assessments will be closely monitored by administration and will be the focus of frequent data analysis meeting.
Person responsible for monitoring outcome:	Kimarie Robertson (kimarie.robertson@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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. Small group instruction. Scholars will receive targeted small group instruction in ELA daily in the school-wide intervention hour and in the ELA block.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide teachers with professional development on implementing small groups.

Person Responsible	Kimarie Robertson (kimarie.robertson@browardschools.com)

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

Person Responsible	Kimarie Robertson (kimarie.robertson@browardschools.com)

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

Person Responsible	Kimarie Robertson (kimarie.robertson@browardschools.com)

Provide parent strategies at academic family nights on helping students at home.

Person Responsible	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on the iReady Diagnostic end of year data, the following scores were reported:
K - 28.3% identified as 1 grade level below.
1st Grade - 66% identified as 1 or 2 grade levels below.
2nd Grade - 645 identified as 1 or 2 grade levels below.

Based on the beginning of the year STAR Assessment Early Literacy (K and 1) and STAR Literacy (2nd grade), students in grades K-2 demonstrated the following performance:
K - 73% scored below proficiency
1st Grade - 72% scored below proficiency
2nd Grade - 79% scored below proficiency

The area of focus based on these performance scores, and through data conversations with school staff is Tier 1 and small group instruction. Many of our students have a significant foundational gaps in Reading, that call for a need beyond tier 1 instruction. With full implementation of new standards and a new textbook series, there is a critical need for targeted professional development for teachers.
There is also a need for tier 2 and tier 3 instructional practices and techniques based on end of year data, beginning of the year data, and ongoing progress monitoring data.

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

Based on the 2022 English Language Arts Florida Standards Assessment, scholars received the following proficiency scores:
Grades 3-5 - 40% (level 3 and higher), 21% (level 2), and 39% (level 1)
Grade 3 - 32% (levels 3 and higher), 68% (levels 1 and 2)
Grade 4 - 48% (levels 3 and higher), 52% (levels 1 and 2)
Grade 5 - 38% (levels 3 and higher), 62% (levels 1 and 2)

Based on the 2022 FAST PM 1, students in grades 3-5 received the following scores:
Grades 3 - 5 - 14% (levels 3 and higher), 22% (level 2), and 64% (level 1)
Grade 3 - 9% (levels 3 and higher), 91% (levels 1 and 2)
Grade 4 - 12% (levels 3 and higher), 88% (levels 1 and 2)
Grade 5 - 20% (levels 3 and higher), 80% (levels 1 and 2)

The area of focus based on these performance scores, and through data conversations with school staff is Tier 1 and small group instruction. Many of our students have a significant foundational gaps in Reading, that call for a need beyond tier 1 instruction. With full implementation of new standards and a new textbook series, there is a critical need for targeted professional development for teachers.
There is also a need for tier 2 and tier 3 instructional practices and techniques based on end of year data, beginning of the year data, and ongoing progress monitoring data.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 60% of students in grades K-2 will score at or above proficiency (50% or more) on the STAR/FAST PM 3.

Grade level targets are below for PM 2:
Kindergarten - 48% of scholars will score at proficiency and above. (Increase of 21 percentage points).
1st Grade - 35% of scholars will score at proficiency and above. (Increase of 37 percentage points).
2nd Grade - 42% of scholars will score at proficiency and above. (Increase of 37 percentage points).

Grades 3-5: Measureable Outcome(s)

By June 2023, 65% of students in grades 3 - 5 will score a level 3 or higher on the English Language Arts FAST PM 3.

Grade level targets are below for PM 2:
3rd Grade - 40% of scholars will score at proficiency and above. (Increase of 31 percentage points).
4th Grade - 42% of scholars will score at proficiency and above. (Increase of 30 percentage points).
5th Grade - 45% of scholars will score at proficiency and above. (Increase of 25 percentage points).

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

Teacher Impact and Performance
Progress toward teacher proficiency and skill of instruction will be monitored and evaluated through the district's formal evaluation system, through informal walkthroughs, and through the delivery of timely and

actionable feedback. Teacher feedback will also be solicited through both formal and informal means.

Student Impact and Performance
Student performance will be closely monitored by administration and will be the focus of frequent data analysis meeting.

Performance targets are identified for each progress monitoring window and will be progress towards goal will be assessed at each Professional Learning Community meeting.

Student performance will also be monitored through common formative assessments.

Should there be any indication that progress is not being made, the instructional leadership team will meet to determine school, teacher, and student needs, and make data driven instructional changes.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Darby, Thomas, thomas.darby@browardschools.com

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Strategy 1 - provision of tier 1 instruction using standards aligned units, skill based instruction, and engagement strategies. Instruction will be monitored through common planning, and frequent instructional walkthroughs.

Strategy 2 - provision of tier 2 and 3 instruction using research-based programs designed to positively impact student achievement. An established walk to read model during the school-wide intervention hour will be monitored by administration and academic coaches. Teachers will receive the required professional development on research based programs to deliver tier 2 and 3 instruction.

Strategy 3 - provision of ongoing professional development focusing on the delivery of standards based instruction. Teachers receive ongoing professional development designed to positively impact teaching and learning, analyzing data, and using data for instructional planning and improvement.

Strategy 4 - frequent data analysis meetings. Teachers will engage in data analysis with leadership team after every assessment to determine student needs, remediation, and enrichment practices.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The above strategies have been proven through research to positively impact student achievement. Tier 2 and 3 identified programs have a proven track record of addressing gaps in foundational skills, building fluency, comprehension, and vocabulary. Below are a few of the research based programs being utilized for tier 2 and 3 instruction:
Horizons (K-3) - designed to help students improve reading skills aligned to the science of reading.
Horizons Elevate (4-5) - designed to help students fill foundational gaps through explicit phonics instruction based on the principles of reading.
Leveled Literacy Intervention - provides daily, intensive, small-group instruction.
Phonics for Reading - research-based reading intervention program that provides explicit phonics instruction to students who struggle in decoding.
Wordly Wise - direct vocabulary instruction designed to develop the critical link between vocabulary and reading comprehension.

Teacher professional development is proven to increase teacher pedagogy which in turn positively impact student achievement.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Identification and provision of targeted reading professional development for instructional staff.	Darby, Thomas, thomas.darby@browardschools.com
Establishment of a walk to read model during the school-wide intervention hour.	Darby, Thomas, thomas.darby@browardschools.com
Team analysis of each assessment to determine scholar, teacher, and school instructional needs and make shifts in instructional decision making.	Darby, Thomas, thomas.darby@browardschools.com

Positive Culture & Environment

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

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

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 was revised last year 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 school culture and environment.

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.