

Broward County Public Schools

# Royal Palm Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Royal Palm Elementary School

1951 NW 56TH AVE, Lauderhill, FL 33313

[ no web address on file ]

## School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

## SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

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

### Targeted Support and Improvement (TSI)

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

### Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

## Purpose and Outline of the SIP

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

## I. School Information

### School Mission and Vision

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

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, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rumble-Wise, Marie	Principal	The Principal's primary responsibility is that of Instructional Leader. Ms. Rumble-Wise 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.
Dekle, Shayla	Assistant Principal	Mrs. Dekle's role is 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. Dekle 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	Instructional 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.

**Stakeholder Involvement and SIP Development**

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

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

The School Advisory Council (SAC) is the medium used to involve key stakeholders. This team includes teachers, parents, business partners, community partners, and non-instructional staff. School data is shared and analyzed with committee members at the individual grade levels and school level. Analysis of the data is used to create school improvement goals and related action steps. At each meeting and after each assessment period, data is shared regarding progress on identified goals.

**SIP Monitoring**

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

Administration and the instructional leadership team will conduct frequent walkthroughs to monitor the implementation of SIP goals. The data collected will be used to identify additional professional development needs for teachers.

Each students' progress will be monitored through a shared excel template. This data will provide a snapshot of each student's longitudinal progress, help to identify focus students, and those needing tier 2 and 3 interventions. At each meeting, the instructional leadership team will review student data.

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

The instructional leadership team will use the school's performance goals as a benchmark to make adjustments to the instructional plan.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	100%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	



<b>DJJ Accountability Rating History</b>
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**Early Warning Systems**

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	45	51	40	42	50	51	0	0	0	279
One or more suspensions	1	3	1	10	2	5	0	0	0	22
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	16	47	45	47	62	55	0	0	0	272
Level 1 on statewide Math assessment	0	44	44	48	74	60	0	0	0	270
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	17	40	12	8	0	0	0	86

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	44	49	56	68	58	0	0	0	281

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	8	9	24	20	1	0	0	0	69
Students retained two or more times	3	2	4	1	4	0	0	0	0	14

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	28	23	31	23	26	0	0	0	158
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	26	33	50	0	0	0	109
Level 1 on statewide Math assessment	0	0	0	23	44	48	0	0	0	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	0	0	15	12	0	0	0	28

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

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

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	2	33	1	2	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	28	23	31	23	26	0	0	0	158
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	26	33	50	0	0	0	109
Level 1 on statewide Math assessment	0	0	0	23	44	48	0	0	0	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	0	0	15	12	0	0	0	28

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

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

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	2	33	1	2	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**II. Needs Assessment/Data Review**

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	56	53	40	58	56	28		
ELA Learning Gains				62			31		
ELA Lowest 25th Percentile				53			42		
Math Achievement*	34	62	59	35	54	50	25		
Math Learning Gains				58			17		
Math Lowest 25th Percentile				54			19		
Science Achievement*	48	48	54	14	59	59	21		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	46	59	59	32			42		

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	188
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	28	Yes	1	1
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	42			
AMI				
ASN				
BLK	42			
HSP	48			
MUL				
PAC				
WHT				
FRL	43			

**Accountability Components by Subgroup**

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			34			48					46
SWD	14			16			29				5	36
ELL	26			26			41				4	46
AMI												
ASN												
BLK	31			34			47				5	49
HSP	25			30							2	
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	28			30			46				5	40

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	40	62	53	35	58	54	14					32
SWD	22	51	44	17	62	57	4					
ELL	43	70	54	31	52	45	10					32
AMI												
ASN												
BLK	39	61	53	35	56	53	13					29
HSP	50			33	60							
MUL												
PAC												
WHT												
FRL	39	60	52	34	55	52	14					36

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	28	31	42	25	17	19	21					42
SWD	11	23	45	13	17	17	5					
ELL	18	24		30	13	20	14					42
AMI												
ASN												
BLK	26	30	44	23	14	16	20					40
HSP	48			45			30					
MUL												
PAC												
WHT												
FRL	28	32	40	25	16	19	22					44

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	56%	-18%	54%	-16%
04	2023 - Spring	32%	61%	-29%	58%	-26%
03	2023 - Spring	27%	53%	-26%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	62%	-30%	59%	-27%
04	2023 - Spring	36%	65%	-29%	61%	-25%
05	2023 - Spring	35%	58%	-23%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	46%	1%	51%	-4%

**III. Planning for Improvement**

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

On the 2022 - 2023 administration of the FAST PM 3, Reading showed the lowest performance. This past year, our teachers and scholars transitioned fully to new standards, engaged with new curriculum, and students sat for a new test. This trifecta of changes resulted in 34% proficiency for scholars in grades 3-5 in Reading.

This proficiency was a decrease from the previous year when scholars took the the Florida Standards Assessment.

In further reflecting on the 2021 - 2022 data, English Language Arts was identified as the area for improvement. Though there was an increase in proficiency (28% to 40%), proficiency is still below 50%.

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

English Language Arts showed the greatest decline with a decrease in proficiency of 6 percentage points. This past year, our teachers and scholars transitioned fully to new standards, engaged with new curriculum, and students sat for a new test. Both teachers and scholars went through a learning curve with navigating to an online platform for assessments, learning and demonstrating learning of new standards, and gaining expertise with a new curriculum.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

English Language Arts had the greatest gap compared to the state's average. This past year, our teachers and scholars transitioned fully to new standards, engaged with new curriculum, and students sat a new test. Both teachers and scholars went through a learning curve with navigating to an online platform for assessments, learning and demonstrating learning of new standards, and gaining expertise with a new curriculum.

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

Science showed the most improvement, with an increase from 14% to 47%. Royal Palm took multiple actions to improve in this area. As a STEM Museum Magnet school, the focus was on creating a linear science block with minute by minute instructional strategies where scholars explored, engaged, and experimented, ensuring science was taught in all grade levels, weekly focus groups and monthly science seminars where scholars engaged in hands on activities, experiments, and competitions.

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

Based on the EWS data, the two potential areas of concern for Royal Palm Elementary are our current 4th graders, 62 of which earned a level 1 in ELA and 74 earned a level 1 in Math, and the number of students (158) in grades Kindergarten through 5th grade with absences of 10% or more.

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

Our priorities are ranked in the following order:

1. Increasing attendance for the identified 158 scholars.
2. Increasing Reading proficiency in grades 2-5.
3. Increasing Math proficiency in grades 2-5.

**Area of Focus**

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



**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

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

English Language Arts is an area of focus based on the 2021 - 2022 State assessments as well as the 2022 - 2023 FAST PM 3 and based on school level progress monitoring data. Though significant learning gains were made in the 2021 - 2022 school year, there was a decrease in proficiency with the new assessment. Overall, proficiency continues to fall below 50% for scholars in grades 3-5.

**Measurable Outcome:**

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

By June 2024, 50% of scholars in grades 3-5 will score a level 3 or higher on the FAST PM 3.

**Monitoring:**

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

Scholar performance will be monitored individually, teacher by teacher, grade level, and school-wide. Scholar performance will be monitored through a shared excel document that captures longitudinal data that allows the instructional leadership team to identify focus students, students to monitor, and students needing further intervention and remediation. Teacher by teacher data will be monitored to determine professional development needs to increase capacity for tier 1 instruction. Data will be monitored at the grade level to determine grade level needs, professional development needs, and adjustments to the scope and sequence. School-wide data will be monitored to determine our progress towards the overall goal.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

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

Royal Palm has implemented a focused intervention plan with a quarterly focus beginning with phonics in grades 3-5. A 30-minute intervention block has been scheduled for all classes where teachers and support staff will provide targeted interventions for all scholars. Scholars needing tier 2 and 3 interventions will receive intervention support from the reading support personnel.

Quarter 1 - Phonics Intervention - Benchmark Intervention and Reading Horizons

Quarter 2 - Vocabulary & Grammar - Benchmark Vocabulary Routine & I-Ready

Quarter 3 & 4 - Comprehension - I-Ready

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Data from administered assessments (2021 - 2023) shows a need for phonics intervention in grades 3-5 in the first part of semester 1. As scholars become more proficient in phonics, the addition of grammar and vocabulary will be included, another need revealed on FAST PM 3.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

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

Provide professional development for teachers to deliver high quality tier 1 instruction.

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

**By When:** September 1, 2023

Provide professional development on the Science of Reading to teachers.

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

**By When:** May 1, 2024

Provide professional development to teachers on intervention programs to strategically meet the needs of all students.

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

**By When:** September 15, 2023

Provide training to parents in core academic areas.

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

**By When:** March 1, 2024

Extended Learning Opportunity for Scholars in grades 3-5.

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

**By When:** March 1, 2024

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

Our SWD scholars demonstrate a need for targeted support and focus. These scholars have been identified as our ESSA Subgroup for the last 3 years, consistently falling below that 41% expectation. Though they have increased in proficiency, they still fall below the expected benchmark.

### Measurable Outcome:

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

By June 2024, 42% of our SWD will make learning gains on the ELA FAST PM 3.

### Monitoring:

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

Scholar performance will be monitored individually through a shared excel document that captures longitudinal data that allows the instructional leadership team to identify focus students, students to monitor, and students needing further intervention and remediation.

### Person responsible for monitoring outcome:

Shayla Dekle (shayla.dekle@browardschools.com)

### Evidence-based Intervention:

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

Royal Palm has implemented a focused intervention plan with a quarterly focus beginning with phonics in grades 3-5. A 30-minute intervention block has been scheduled for all classes where teachers and support staff will provide targeted interventions for all scholars. Scholars needing tier 2 and 3 interventions will receive intervention support from the reading support personnel.

Quarter 1 - Phonics Intervention - Benchmark Intervention and Reading Horizons

Quarter 2 - Vocabulary & Grammar - Benchmark Vocabulary Routine & I-Ready

Quarter 3 & 4 - Comprehension - I-Ready

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data from administered assessments (2021 - 2023) shows a need for phonics intervention in grades 3-5 in the first part of semester 1. As scholars become more proficient in phonics, the addition of grammar and vocabulary will be included, another need revealed on FAST PM 3.

### Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

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

Provide professional development on the Science of Reading to all teachers.

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

**By When:** May 1, 2024

Provide professional development on implementing accommodations noted on their IEPs to scholars.

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

**By When:** September 15, 2023

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

#### Area of Focus Description and Rationale:

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

Based on the EWS data, the two potential areas of concern for Royal Palm Elementary are our current 4th graders, 62 of which earned a level 1 in ELA and 74 earned a level 1 in Math, and the number of students (158) in grades Kindergarten through 5th grade with absences of 10% or more.

#### Measurable Outcome:

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

By June 2024, the number of students in grades K-5 displaying EWS for attendance will decrease by 30%.

#### Monitoring:

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

The Instructional Leadership Team, Social Worker, and School Counselor will monitor attendance and progress towards the goal. Each month, the team will meet to review attendance data, noting patterns and trends, and identify support for families to remove barriers towards consistent and regular attendance.

#### Person responsible for monitoring outcome:

Shayla Dekle (shayla.dekle@browardschools.com)

#### Evidence-based Intervention:

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

Tier 1 Interventions: Address Tardiness

1. Parents must follow the same process to excuse a tardy as they do to excuse an absence.
2. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of nonattendance. Nonattendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
3. Tardiness to any class without documentation may be considered unexcused.
4. Habitual tardiness is defined as being tardy 5 times within a marking period.
5. Principals have the discretion to excuse tardiness for extenuating circumstances.

Tier 2 Interventions:

Teacher - As the first line of interventions and should be documenting on BASIS for any students demonstrating tardy concerns. During Tier 2 interventions, teachers should have: spoken with the student and parent(s) and document on the parent/teacher conference form (or class dojo). If no improvements, then refer the student to the SSW for additional supports which includes Tier 3 intervention supports.

Social Worker - Contact the parents and provide psychoeducation on the attendance policy. Assess barriers to tardies and attendance issues. Document on Basis. Provide available supports as needed to include food, uniforms, and a referral for transportation and/or HEART.

Schedule wake-up calls via parent link for chronically absent students.

Parent Attendance Contract for moderate and chronically absent students.

Tier 3 Intervention:

Teacher - Refer student to RTI.

Social Worker - Conduct a home visit. Complete attendance agreement form. Consult with administration

for school site specific interventions to include before/after school detention.

Administration: Review case by RTI team. Administer discipline consequences based on the disciplinary matrix.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Scholars in K-5 who are moderately and chronically absent appear to struggle academically. A missed day of instruction further impacts their academic progress. The students who were retained for the 2023-2024 school year had significant absences.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Identify scholars who are moderately and chronically absent.

**Person Responsible:** Shayla Dekle (shayla.dekle@browardschools.com)

**By When:** September 15, 2023 and at the beginning of each quarter.

Establish regular meetings with the SPARKS team to monitor attendance and action plans.

**Person Responsible:** Shayla Dekle (shayla.dekle@browardschools.com)

**By When:** Monthly.

**CSI, TSI and ATSI Resource Review**

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

Royal Palm Elementary collaborates with all stakeholder when reviewing funding allocations. There are no identified allocation contributed to low performance of students. However, teacher quality and teacher retention are contributing factors impacting student performance. It has been difficult over the last few years retaining teachers. Once part of staff, they are provided with robust professional development to increase high quality tier 1 instruction and at the end of the school year, a good number transfer to another school, contributing to a cycle of recruit and train.

Members of the School Advisory team meets monthly to review, discuss funding, and determine and vote on allocation of funds. Proposals are presented to the council and the council votes whether to approve or deny the request. When approving or denying, the council notes need, impact, and potential results. All proposals must support school improvement efforts.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)**

### Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

On the 2022-2023 FAST PM 3, scholars in grades K-2 received the following scores:

Kindergarten - 50% scored at/above benchmark

1st Grade - 49% scored at/above benchmark

2nd Grade - 29% scored at/above benchmark

English Language Arts is the area of focus based on the FAST PM 3. The provision of high quality instruction significantly impacted the performance of students as well as teachers and scholars mastering new standards, navigating an online assessment, and navigating new curriculum.

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

On the 2022 - 2023 FAST PM 3, scholars in grades 3-5 received the following scores:

3rd Grade - 28% of scholars scored a level 3 or higher

4th Grade - 34% scholars scored a level 3 or higher

5th Grade - 38 scholars scored a level 3 or higher

English Language Arts is the area of focus based on the FAST PM 3. The provision of high quality instruction significantly impacted the performance of students as well as teachers and scholars mastering new standards, navigating an online assessment, and navigating new curriculum.

### Measurable Outcomes

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2 Measurable Outcomes

By June 2024, 60% of Kindergarteners will score at/above benchmark on the FAST PM 3 which is an increase of 10 percentage points.

By June 2024, 55% 1st graders will score at/above benchmark which is an increase of 6 percentage points.

By June 2024, 50% of 2nd graders will score at/above benchmark on the FAST PM 3 which is an increase of 21 percentage points.

### **Grades 3-5 Measurable Outcomes**

By June 2024, 50% of scholars will score a level 3 or higher on the FAST PM 3 which is an increase of 16 percentage points.

## **Monitoring**

### **Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Scholar performance will be monitored individually, teacher by teacher, grade level, and school-wide. Scholar performance will be monitored through a shared excel document that captures longitudinal data that allows the instructional leadership team to identify focus students, students to monitor, and students needing further intervention and remediation.

Teacher by teacher data will be monitored to determine professional development needs to increase capacity for tier 1 instruction.

Data will be monitored at the grade level to determine grade level needs, professional development needs, and adjustments to the scope and sequence.

School-wide data will be monitored to determine our progress towards the overall goal.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Rumble-Wise, Marie, marie.rumble-wise@browardschools.com

## **Evidence-based Practices/Programs**

### **Description:**

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. §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?

Royal Palm has implemented a focused intervention plan with a quarterly focus beginning with phonics in grades 3-5. A 30-minute intervention block has been scheduled for all classes where teachers and support staff will provide targeted interventions for all scholars using evidence based programs identified on the struggling readers chart. Scholars needing tier 2 and 3 interventions will receive intervention



support from the reading support personnel.

Quarter 1 - Phonics Intervention - Benchmark Intervention and Reading Horizons

Quarter 2 - Vocabulary & Grammar - Benchmark Vocabulary Routine & I-Ready

Quarter 3 & 4 - Comprehension - I-Ready

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

These selected programs are included on the Broward Schools Struggling Readers Chart. These research-based programs are all designed to build foundational skills, strengthen fluency, grammar, and comprehension to move students along the path to reading mastery.

**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
Provide targeted professional development to teachers on the Science of Reading.	Rumble-Wise, Marie, marie.rumble-wise@browardschools.com
Provide professional development on tier 1 instruction.	Rumble-Wise, Marie, marie.rumble-wise@browardschools.com
Provide professional development on intervention programs.	Rumble-Wise, Marie, marie.rumble-wise@browardschools.com

**Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

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

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

The School Improvement Plan and Schoolwide Program Plan is disseminated in multiple ways. The SIP/ SWP is included in the student's 1st day packet, posted on the school's webpage, on the parent communication platform; Class DOJO, and shared in the school's parent newsletter. The SIP/SWP is posted at the community church located across from the school and in City Hall. These publications are provided in English, Spanish, Portuguese, and Haitian Creole.

SIP progress is also discussed and shared at every School Advisory Meeting and shared in the parent newsletter.

The school's webpage is - [www.browardschools.com/RoyalPalm](http://www.browardschools.com/RoyalPalm).

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

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

The Parent and Family Engagement Plan is made public via the school's webpage, Class DOJO, and parent newsletter in English, Spanish, Portuguese, and Haitian Creole. Parents will be invited to attend and actively participate in monthly School Advisory Council (SAC) meetings to plan and make decisions regarding student achievement and school improvement. Meetings are held at various times during the day or evenings to better accommodate parents. At the SAC meetings, parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be allowed to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

Parents will be given a summary of the students test scores and explanations of the interventions that teachers are using to assist the child in reaching achievement goals. Dojo and Canvas is used to foster two-way communication. Parents will be asked to engage in discussions of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. The school will offer parents a special workshop each year to provide an explanation of Florida Standards, statewide assessment systems, and other accountability measures. Also, the school will host literacy, math, and science trainings where childcare will be provided.

The school's webpage is - [www.browardschools.com/RoyalPalm](http://www.browardschools.com/RoyalPalm).

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

The Master Schedule is strategically created to maximize instructional times with limited movement. There is a laser focus this year on providing teachers with targeted professional development designed to increase high quality tier 1 instruction.

There is an intervention focus each quarter that is based on data to strengthen foundational skills and increase proficiency. There is an identified 30 minute reading intervention block designed to provide strategic intervention using research based programs and meet the needs of all scholars.

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

The school will work with the Head Start Office to coordinate transition programs for students entering the regular public-school program. Activities may include meetings with parents, Head Start teachers, and kindergarten teachers to discuss transitioning.

Voluntary Prekindergarten teachers will meet with parents monthly to review and discuss student attendance. VPK teachers will also conduct conferences throughout the year with each parent to discuss progress on Florida Early Learning and Developmental Standards.

Preschool ESE teachers will conduct at least one home-visit and attend IEP meetings to discuss specific learning needs of students and their academic progress.

The SPARKS team meets monthly with the school's leadership team to identify supports for families. In November of each year, Royal Palm hosts a Family Resource Night providing parents immediate access community resources and programs such as HEART, nutrition, housing, educational, and economical resources.