

Miami-Dade County Public Schools

Royal Palm Elementary School



2015-16 School Improvement Plan

Royal Palm Elementary School

4200 SW 112TH CT, Miami, FL 33165

<http://rpalm.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	90%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Royal Palm Elementary School teachers and staff is to provide students with the necessary skills to succeed in all academic areas. This will be done by utilizing current technology to support instruction across the curriculum in a comprehensive effort to enhance students' critical thinking skills, which are essential in a rapidly changing society.

Provide the school's vision statement

The vision of Royal Palm Elementary School teachers, staff, and community is to equip our students with the skills to function successfully in a technology driven information age. Our goal is to provide the foundation that will enable them to succeed in school, to advance in their chosen careers, and to become informed citizens capable of making the critical decisions necessary in a democratic society.

School Environment

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

The culture at Royal Palm Elementary School is reflected by the behaviors of the students and staff that communicate a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. RPES endeavors to provide challenging and equitable learning experiences designed to facilitate student achievement of "learning, thinking and life skills necessary for success". Royal Palm Elementary School provides programs and differentiated instruction designed to support and expand development and learning. Specific programs include: gifted education, Title 1 targeted assistance, special education, speech and language services, English for Speakers of Other Languages (ESOL), school-wide guidance and response to intervention activities. In addition to specific programs, the school demonstrates, through instructional practices and rigorous curriculum standards, a commitment to active engagement, depth of understanding and application of skills and knowledge. Instructional plans document student participation in research, writing projects, scientific experimentation, math and science journal writing and novel studies. In addition, teachers meet within grade levels to discuss best practices and implement strategies in an effort to increase student achievement. These meetings are also used for addressing potential problems and sharing initiatives. The administration encourages, supports and monitors the grade level meetings in addition to scheduling regular data chats with administration. Through input from the teachers, clear direction is established for improving conditions that support student learning. Minutes for grade level meetings are available in the classroom of the respective chairperson and the schedule of data chats is located in the Main Office.

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

Fostering character by creating a positive moral culture in the school and foster caring beyond the classroom.

Fostering respect by demonstrating respect for ourselves and others. We encourage and assist children to speak up against exclusion, to respond to someone in need, to acknowledge the efforts of a classmate, to be open to ideas and approaches not rooted in his own culture or experience and to value all members of the community as learners and teachers, followers and leaders.

Fostering enthusiasm by being committed to maintaining a positive attitude which enhances self-

esteem for students, staff, and families.

We utilize a pro-active approach which empowers the school community to achieve mutual goals. Fostering achievement by empowering each student to reach their full potential and to succeed.

Through teamwork, we are committed to a shared goal, listen and respond to others in an objective and productive way, take on different roles in the group in order to accomplish shared ends and are open and honest with one's ideas, concerns, and values.

Fostering excellence by setting high expectations and strive for excellence in individual and organizational accomplishments.

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

Royal Palm Elementary School has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in Miami-Dade County Publics Schools' Code of Student Conduct. The school-wide behavior plan is designed to meet the needs of the students across all subgroups. Instructional staff will review data including the school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. Each teacher/staff member is expected to follow the school-wide discipline plan as follows: giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator. The school is also incorporating the instruction of the Values Matter curriculum.

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

The guidance counselor works closely with the grade levels and the administration to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are consulted. Periodically, outside services are suggested as needed by the school's based leadership team.

Early Warning Systems

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

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

Royal Palm has the following early warning system in place:

*Attendance below 90 percent regardless of whether absence is excused or as a result of out-of-school suspension

* Behavior - One or more suspensions, whether in school or out-of-school

* Failure -Course failure in English Language Arts or Mathematics

*Performance Students who score an FSA Level 1 in either ELA or Math

*Attendance is monitored daily and perfect attendance homerooms are recognized daily through the morning announcements and students are recognized individually on a quarterly basis through the honor roll assemblies. Counseling for students and parents is provided for students with behavioral issues. On-going progress monitoring is done through academic grades, content area portfolios, and quarterly assessments.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	8	7	4	11	7	48
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	5	3	0	1	0	2	11
Level 1 on statewide assessment	6	8	8	0	0	30	52

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

Indicator	Grade Level				Total
	K	1	2	5	
Students exhibiting two or more indicators	5	4	2	18	29

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

Royal Palm Elementary School uses the following intervention strategies:

- "Pull-out" tutoring in Reading.
- After school and/or Saturday tutorial programs in Reading, Writing, and Mathematics.
- Bilingual Parent Outreach Program monthly classes.
- Behavioral/mental counseling services for the Individual student and family support.
- Research-based reading, mathematics, and science materials.
- Software for the development of language and literacy skills in reading, mathematics and science.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/192641>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Royal Palm Elementary has an extensive and long history of educational achievements. To ensure continued success in education, Royal Palm has implemented an intervention plan that addresses students' needs. This plan includes the utilization of new materials that are aligned with the new McGraw-Hill Reading Wonders reading program and Common Core State Standards. In addition, Royal Palm has a stellar reputation within the local community for not only our educational achievements but our commitment to providing each student the tools to be successful in all areas of life.

To this end, Royal Palm offers several community classes after school hours such as ballet, judo and soccer. Two classes in particular are sponsored by Common Threads, which has been teaching children living in underserved communities how to cook wholesome, healthy meals in professional led, curriculum-based after-school programs for over 10 years. Students learn about grains, protein, fruits, and vegetables as they chop, slice, and bake their way to a healthy affordable meal. Students gain serious culinary skills, a taste for healthy food from different countries, and the confidence to make healthy choices about what they eat. Royal Palm, in partnership with Common Threads, offers two after school cooking classes. The first class is called Small Bites, which teaches students how to make healthy snacks. The purpose of this program is to educate students on nutrition and cooking through a series interactive lessons. The lessons, which support Common Core State Standards (CCSS) in Math and English, are also incorporated into the regular school day and give teachers a fresh way to support the CCSS while providing students with the tools they need to live longer, healthier lives. The second class is called Cooking Skills and World Cuisine, which teaching students how to make healthy meals. Selected students learn from a trained chef instructor and a team of volunteers to expand their world, skills, and experiences. Each lesson consists of a movement component, a nutritional lesson, and a cultural lesson specific to a different country. The students then cook 3 to 5 healthy, affordable recipes and share a meal together with the teachers and volunteers. Classes are offered in 10-week sessions throughout the school-year. Royal Palm Elementary also is involved in the Education Fund's Plant-a-thousand-gardens. The program uses edible gardens as outdoor learning laboratories to instill in children the desire to eat vegetables, the knowledge to reduce intake of unhealthy foods and the love of learning in all subjects. Based around the hands-on planting and harvesting of edible vegetable and herb gardens, students become enthusiastic participants in an interdisciplinary experience that combines the teaching of nutrition with learning in science, math, social studies, art, reading, language arts and writing. Royal Palm Elementary School is much more than just a school. We are a community of stakeholders who operate in the spirit of excellence in order to achieve success for everyone.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Blanco, Jo Ann	Teacher, K-12
Garcia, Marta	Principal
Askari, Linda	Teacher, K-12
Garcia, Clary	Teacher, ESE
Panzer, Carlianne	Teacher, K-12
Wiese, Cristobal	Teacher, K-12
Thomas, Myrtis	Assistant Principal
Perera, Melissa	Guidance Counselor
Meireles, Zoila	Instructional Coach
Perdomo, Carmen	Teacher, K-12
Duart, Haydee	Teacher, K-12
Villavicencion, Marlene	Teacher, K-12
Jones, LaKisha	Teacher, ESE

Duties

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

Royal Palm Elementary MTSS/Rtl team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention.

Royal Palm Elementary has a school-based Multi-Tiered Support System/Response to Instruction/Intervention Leadership Team which includes the Principal, Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the Reading Liaison, the Math Liaison, the Science Liaison, the School Psychologist, a Technology Specialist, the Speech Language Pathologist, and the School Counselor.

Occasionally, the MTSS/Rtl team may call upon the School Social Worker, Members of the SAC, and Community stakeholder as resources based on specific problems or concerns as warranted.

- Royal Palm Elementary Principal, Marta Garcia, provides a common vision for the use of data-based decision-making. In addition, the principal ensures that the school-based team is implementing MTSS/Rtl by conducting assessment of MTSS/Rtl skills of school staff and collecting documentation. Moreover, the principal provides adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.
- The Reading Liaison, Zoila Meireles, develops, leads, and evaluates school core content standards/programs and identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. In addition, the Reading Liaison identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coach assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" and in the design and implementation for progress monitoring, data collection, and data analysis. Furthermore, the Reading Liaison provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of all levels of intervention.
- The Primary and Intermediate Teachers on Royal Palm Elementary MTSS/Rtl provide information about core instruction, participate in student data collection, deliver core instructional and behavioral supports for all students in the general curriculum, collaborate with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.
- SWD Teachers participate in student data collection, integrate core instructional activities/materials into Intensive instruction, and collaborate with general education teachers through activities such as co-teaching, small group pull-out, and tutoring.
- The School Psychologist, Arlen Fajardo, participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, and facilitates data-based decision making activities.
- The Technology Specialist, Andrew Domena, develops the technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
- The Speech Language Pathologist, Rosa Giannoni, educates the team in the role language plays in curriculum, assessments, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.
- The School Counselor, Melissa Perera, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the counselor offers a repertoire of community agencies that offer assistance to

children and families and to support the child's academic, emotional, behavioral, and social success.

- Royal Palm Elementary uses the MTSS/Rtl as a general education initiative where levels of support (resources) are allocated in direct proportion to student needs. There are three levels of support which include Core Instructional, Supplemental Instructional, and Intensive Instructional and/or behavioral interventions in order to increase individual students' rate of progress. There will be an on-going evaluation method established for services at each tier to monitor effectiveness of meeting school goals and student growth as evidenced by on-going assessments. The four step problem solving model (problem identification, problem analysis, intervention implementation, and response evaluation) will be used to plan, monitor, and revise instruction and intervention.

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

Royal Palm Elementary MTSS/Rtl team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention

Title I, Part A

Royal Palm Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring that staff development needs are provided for. Our Reading Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parent(s) Programs and Supplemental Educational Services. At Royal Palm Elementary, parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Although Royal Palm Elementary currently does not have a migrant population, it will provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs in an effort to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are being met.

Title I, Part D

NA

Title II

Royal Palm Elementary uses supplemental funds provided by the county in order to improve basic education

as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Royal Palm Elementary receives funds from Title III and utilizes the funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students. The monies are used to implement and/or provide:

- tutorial programs
- parent outreach activities
- behavioral/mental counseling services
- professional development on best practices, as well as coaching and mentoring for ELL and content area teachers

teachers

- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics, and science.

Title VI, Part B – NA

Title X- Homeless

Although Royal Palm Elementary has no Homeless population at the moment, the district offers the Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools. Each school is provided a video and curriculum manual, with an annual contest sponsored by the Homeless Trust, a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Royal Palm Elementary has identified the school counselor to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Royal Palm Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Royal Palm Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

1) Royal Palm Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- NA

Adult Education- NA

Career and Technical Education- NA

Job Training- NA

Other

Parental

As a Title I school, Royal Palm Elementary strives to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center, located in our Media Center, in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

In addition, Royal Palm Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Our Community Involvement Specialist as well as our Title I Liaison work together to target 100% of the school population. Moreover, the school conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. Due to the input of these surveys, the school varies the times of workshops and meetings in an effort to give all parents the opportunity to attend and become involved. Royal Palm Elementary has a Community Involvement Specialist that completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submits to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marta Garcia	Principal
Dannette Hunter	Teacher
Alma Bartley	Teacher
Clary Garcia	Teacher
Cristobal Wiese	Teacher
Zoila Meireles	Teacher
Irene Childs	Teacher
Frances Quinto	Education Support Employee
Griselda Solorzano	Parent
Daimara Cobas	Parent
Mayelin Carril	Parent
Marioly Medina	Parent
Sofia Fardales	Parent
Rhonda Smith	Business/Community
Alejandra Medina	Student
Rosario Hernandez	Parent
Yari Lopez	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (EESAC) met at the end of the 2014-2015 school year to review the data from the SAT-10 and FSA Spring Administration. In addition, i-Ready data was also reviewed. At that time the goals and strategies of the 2015-2016 SIP were discussed. Considerations from the EESAC Committee were made and reviewed.

Development of this school improvement plan

The School Advisory Council (SAC) has an important function for the success of Royal Palm Elementary School. Listed below are some of the functions of the SAC.

- Develop and monitor the implementation of the School Improvement Plan, District Action Plan, and the Parental Involvement Plan.
- Sponsor drives to increase parental involvement.
- Reach out to the community to obtain more partners
- Data Analysis of assessments.

Preparation of the school's annual budget and plan

Title III Budget will provide after-school tutoring for ELL students. The budget is estimated at \$3,000. In addition, the principal shares school budget updates with the SAC during regular and/or emergency meetings.

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

Support personnel will be hired and paid for by the SAC funding. The support personnel will be hired to provide the students with tutoring in Reading. The estimated budget is \$2,500.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Askari, Linda	Teacher, K-12
Blanco, Jo Ann	Teacher, K-12
Garcia, Clary	Teacher, ESE
Panzer, Carlianne	Teacher, K-12
Meireles, Zoila	Instructional Coach
Perdomo, Carmen	Teacher, K-12
Perera, Melissa	Guidance Counselor
Thomas, Myrtis	Assistant Principal
Wiese, Cristobal	Teacher, K-12
Garcia, Marta	Principal
Villavicencion, Marlene	Teacher, K-12
Jones, LaKisha	Teacher, ESE
Duart, Haydee	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Royal Palm Elementary LLT will focus its primary initiative on training staff on implementing the MTSS/Response to Intervention, Technology, and the Florida Standards. Training will include identifying new clusters, strands, utilizing the district pacing guides, technology, and focus will be given on the new requirements for intervention based on the district’s Decision Tree Model for i-Ready. The initiatives for this school year are aligned to the Comprehensive Research-based Reading Plan (C.R.R.P.)

Public and Collaborative Teaching

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

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

The faculty and staff at Royal Palm Elementary School (RPES) are steadfast in their resolve to provide the best possible education for its students and they work diligently to promote student achievement. The teachers utilize the Curriculum guides provided by the district to ensure that instruction supports mastery of all standards by the end of the school year. Teachers also use instructional strategies that compel students to apply knowledge and skills, integrate content and skills with other disciplines, and

use technology as instructional resources and learning tools. Subsequently, curriculum and the overall learning experiences in each class provide all students with challenging and equitable opportunities to develop skills for learning, thinking, and life. Student learning is aligned to our state standards, the Florida Standards, and is well documented within the curriculum. Lesson plans, located in each teacher's classroom, indicate that the learning is progressive. The shift to the Florida Standards has resulted in the need for additional materials and resources. Royal Palm's teachers have worked diligently to create a seamless transition to the Florida Standards curriculum that ensures there are no gaps in learning. Many of the teachers, volunteered to come in during the summer to help create grade-level specific Exemplar Text lesson plans to be made available to all teachers. Teachers collaborate often during grade level meetings to monitor and analyze student progress in order to adjust instruction. Administration also conducts regular data chats in order to examine and monitor students' progress using a variety of assessment tools, such as benchmark testing, student assessment data, i-Ready assessments/reports, District Interim Assessments and observations of students' classroom performance. Minutes for grade level meetings are available in the classroom of the respective chairperson and the schedule of data chats is located in the Main Office as well as the attendance rosters are located in the main office.

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

Partnering with local universities and implementing an Intern Recruitment Program.
Partnering new teachers with veteran staff.
On-site leadership opportunities.
Provide opportunities to observe model classrooms and attend professional development activities.
Person responsible: Marta Garcia, Principal and Myrtis Thomas , Assistant Principal

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

RPES participates in the MINT Program offered through the district. New teachers within the school are paired with veteran teachers who can offer expertise and mentoring. These teachers will have weekly meetings to develop lessons and activities, as well as lesson studies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Royal Palm Elementary School ensures that the curriculum is aligned with the new Florida Standards through the implementation of the District's Pacing Guides.
The Leadership Team monitors the programs and materials used by daily walk through, lesson plans, and formal observations.

Instructional Strategies

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

The Literacy Leadership Team at Royal Palm Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for

differentiated instruction. Data is used to adjust the delivery of curriculum and instruction to meet the specific needs of the students, adjust the allocation of school-based resources, drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions.

- FAIR assessment for 3rd Grade (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad

Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

- Interim Assessments

- Wonder Works

- iReady

- myONReader

- Thinkgate

- Reflex

- Discovery Education

- Think Central

- GIZMOS

- Tutoring

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

Strategy: Extended School Day

Minutes added to school year: 2,160

The school based strategy that is used to increase the amount of quality learning time and help provide an enriched and accelerated curriculum at our school is ELL After school Tutoring. It will be provided once the funding is available, for the students selected.

Strategy Rationale

To meet the academic individual needs of each student and improve student proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garcia, Marta, pr4761@dadeschools.net

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

Throughout the school year, data chats are conducted after the i-Ready diagnostics and interim assessments are completed.

The team analyzes the data by first determining the student sub groups, and identifying the at risk students. After the students are identified we determine whether the students are receiving intervention, or whether external factors are impeding their performance. We also determine if requests for assistance or RtI has been initiated. Once the students at risk are identified, we determine the deficiencies of each student and address the strategies needed to target the deficiencies.

Student Transition and Readiness

PreK-12 Transition

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

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

Royal Palm Elementary offers an Exceptional Special Education Mainstream Pre-Kindergarten Program. The Program consists of SWD students and role models selected for the Voluntary Pre-Kindergarten Program (VPK) Role Model in ESE full day program. This program creates a smooth transition into our elementary school program. In addition, Royal Palm also houses two VPK programs consisting of 18 students in each class with a full-time certified teacher and a paraprofessional. The Pre-Kindergarten instruction follows the M-DCPS Pre-Kindergarten High Scope Curriculum which includes pre and post evaluations documenting student progress. Research indicates that students who participate in an early childhood program demonstrate readiness skills upon entering kindergarten. These students exhibit positive social and academic behaviors as well as self-confidence. Their success is evident as they come ready to meet the benchmarks and expectations of the Kindergarten program.

Royal Palm Elementary builds a working relationship and a culture of exchange and mutual respect by

instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations. A Transition Meeting from Pre-K to Kindergarten took place on May 12 and 14, 2015. A secondary meeting was held on August 12, 2015.

All students are assessed in Cognitive, Social/Emotional, Self-Help, and Behavior Development prior to entering Kindergarten. The Devereaux Early Childhood Assessment, The Battelle Developmental Intervention and the PELI Literacy Based Program are the assessment instruments used. The teachers use the PELI to assess print/letter knowledge and level of phonological awareness/processing. The DECA and BDI-II are used to assess Social/Emotional Development. The results from these assessments are used to plan instruction and determine the need for interventions. The academic and behavioral instruction is based on the data from the assessments. These screening tools are used at the beginning of the school year and at the end. Pre-K teachers and Kindergarten teachers collaborate on activities and expectations, as well as share best practices.

During the Leadership Team Meetings, the representatives collaborate and share grade level expectations and concerns with the previous grade level and future grade level. Not only are grade levels planning cooperatively to address needs of the students, but vertical planning is also focusing on the needs. Teachers inform parents of the new changes to the grade levels and share expectations during Open House and/or parent conferences.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070694

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	62.0
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
Math Gains	64.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Math, Science, Reading Liaisons; Title I Parent Resource Center; Active PTA; Promethean Boards; 4-5 Computers in each class; Media Center opens early daily; After-School ELL Tutoring; In-House Intervention; 3rd Grade Departmentalization; PD Liaison; Common Planning twice per week; Vertical Planning among grade level chairs; Positive Teacher Climate; High number of experienced teachers; Digital Resources available from textbooks; District Wide Supplemental Materials; Mobile Laptop Cart with 25 computers

Targeted Barriers to Achieving the Goal 3

- Teachers need technology training.

Plan to Monitor Progress Toward G1. 8

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development and use of technology, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed.

Person Responsible

Marta Garcia

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples; Results from the 2015/2016 FSA Assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070694

G1.B2 Teachers need technology training. **2**

 B184222

G1.B2.S1 Technology Enhanced Learning. Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement and assist in mastering course content and skills. **4**

 S195765

Strategy Rationale

The District's Digital Convergence Plan (DCP) is a fundamental evolution of the structure and environment of education in our schools. Educators need to connect with students so that instruction is relevant and engaging. It is the district's goal to bring together different technologies – mobile devices, interactive whiteboards, streaming media, digital content – to enhance student learning, by increasing student engagement and student technology literacy.

Action Step 1 **5**

Introduce effective collaborative and technological practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards and resources available through the district. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities and infusing technology in all content areas.

Person Responsible

Marta Garcia

Schedule

Monthly, from 9/16/2015 to 9/16/2015

Evidence of Completion

Agenda, sign-in sheets, minutes and reflection from professional development.

Action Step 2 5

Teachers across all content areas will implement lessons infusing technology.

Person Responsible

Marta Garcia

Schedule

Daily, from 9/17/2015 to 10/30/2015

Evidence of Completion

Classroom walkthroughs, lesson plans, student data, data chats

Action Step 3 5

Identify model classrooms as support for the implementation of technology across the content areas.

Person Responsible

Marta Garcia

Schedule

On 10/30/2015

Evidence of Completion

Agenda, classroom visitations, teacher observations

Action Step 4 5

Provide additional support across all content areas on the effective implementation of technology during professional learning communities

Person Responsible

Marta Garcia

Schedule

Weekly, from 11/2/2015 to 6/9/2016

Evidence of Completion

Agendas, lesson plans, walkthroughs, data reports,

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

Monitor the fidelity of the collaborative practice sessions and infusion of technology in all content areas.

Person Responsible

Marta Garcia

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom walkthroughs, reviews of debriefing conversations following walkthroughs and instructional rounds, effective use of technology in the classrooms.

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

Monitor the effectiveness of the collaborative practice sessions and infusion of technology in all content areas.

Person Responsible

Marta Garcia

Schedule

Monthly, from 8/24/2015 to 2/12/2016

Evidence of Completion

iReady Reports, GIZMO Reports, Reflex reports, Interim Assesments, academic grades, work samples.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Introduce effective collaborative and technological practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards and resources available through the district. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities and infusing technology in all content areas.	Garcia, Marta	9/16/2015	Agenda, sign-in sheets, minutes and reflection from professional development.	9/16/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Teachers across all content areas will implement lessons infusing technology.	Garcia, Marta	9/17/2015	Classroom walkthroughs, lesson plans, student data, data chats	10/30/2015 daily
G1.B2.S1.A3	Identify model classrooms as support for the implementation of technology across the content areas.	Garcia, Marta	10/30/2015	Agenda, classroom visitations, teacher observations	10/30/2015 one-time
G1.B2.S1.A4	Provide additional support across all content areas on the effective implementation of technology during professional learning communities	Garcia, Marta	11/2/2015	Agendas, lesson plans, walkthroughs, data reports,	6/9/2016 weekly
G1.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development and use of technology, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed.	Garcia, Marta	8/25/2015	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples; Results from the 2015/2016 FSA Assessments	6/9/2016 weekly
G1.B2.S1.MA1	Monitor the effectiveness of the collaborative practice sessions and infusion of technology in all content areas.	Garcia, Marta	8/24/2015	iReady Reports, GIZMO Reports, Reflex reports, Interim Assesments, academic grades, work samples.	2/12/2016 monthly
G1.B2.S1.MA1	Monitor the fidelity of the collaborative practice sessions and infusion of technology in all content areas.	Garcia, Marta	8/24/2015	Lesson plans, classroom walkthroughs, reviews of debriefing conversations following walkthroughs and instructional rounds, effective use of technology in the classrooms.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B2 Teachers need technology training.

G1.B2.S1 Technology Enhanced Learning. Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement and assist in mastering course content and skills.

PD Opportunity 1

Identify model classrooms as support for the implementation of technology across the content areas.

Facilitator

LaKisha Jones

Participants

Instructional Staff

Schedule

On 10/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Introduce effective collaborative and technological practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards and resources available through the district. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities and infusing technology in all content areas.	\$0.00
2	G1.B2.S1.A2	Teachers across all content areas will implement lessons infusing technology.	\$0.00
3	G1.B2.S1.A3	Identify model classrooms as support for the implementation of technology across the content areas.	\$0.00
4	G1.B2.S1.A4	Provide additional support across all content areas on the effective implementation of technology during professional learning communities	\$0.00
Total:			\$0.00