Royal Palm Charter School

2019-20 Schoolwide Improvement Plan

Table of Contents

Royal Palm Charter School

7145 BABCOCK ST NE, Palm Bay, FL 32909

www.royalpalmcharter.com

Demographics

Principal: Shannon Shupe

Start Date for this Principal: 8/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (50%) 2016-17: C (51%) 2015-16: C (44%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Royal Palm Charter School

7145 BABCOCK ST NE, Palm Bay, FL 32909

www.royalpalmcharter.com

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	46%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

School Board Approval

N/A

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Royal Palm Charter School is to deliver an education that encompasses cutting edge educational philosophies through an innovative and challenging curriculum. Royal Palm is dedicated to the family oriented community working to achieve our singular goal of excellence in education.

Provide the school's vision statement.

Royal Palm Charter was created to challenge and meet the individual needs of every student in our community. We succeed second to no one through our focus on the commitment to our future; children. We seek to educate children using their natural curiosity to develop their ability and confidence to answer questions. We strive to develop creative thinking and problem solving skills that serve as the foundation for a child's academic career.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Sviben, Shannon	Principal	
Rodriguez, Amy	Assistant Principal	Primary Role 3-5 and ESE Services
Vernon, Tresa	Assistant Principal	Primary Role K-2

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	36	36	31	43	40	45	41	35	0	0	0	0	342
Attendance below 90 percent	1	7	9	10	7	12	9	9	10	0	0	0	0	74
One or more suspensions	0	1	0	2	2	2	4	4	7	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	2	8	4	12	0	0	0	0	26

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	2	5	6	5	0	0	0	0	19

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

18

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	10	6	17	11	18	22	19	16	0	0	0	0	122
One or more suspensions	2	2	3	0	3	4	4	2	4	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	4	15	12	12	10	0	0	0	0	55

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

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	65%	61%	60%	67%	57%
ELA Learning Gains	47%	58%	59%	58%	60%	57%
ELA Lowest 25th Percentile	33%	54%	54%	55%	53%	51%
Math Achievement	50%	67%	62%	41%	63%	58%
Math Learning Gains	48%	62%	59%	45%	60%	56%
Math Lowest 25th Percentile	41%	59%	52%	51%	55%	50%
Science Achievement	35%	62%	56%	38%	62%	53%
Social Studies Achievement	81%	80%	78%	83%	82%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	35 (0)	36 (0)	36 (0)	31 (0)	43 (0)	40 (0)	45 (0)	41 (0)	35 (0)	342 (0)
Attendance below 90 percent	1 ()	7 ()	9 ()	10 ()	7 ()	12 ()	9 ()	9 ()	10 ()	74 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	2 (0)	2 (0)	2 (0)	4 (0)	4 (0)	7 (0)	22 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	2 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	8 (0)	4 (0)	12 (0)	26 (0)

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

NOTE: 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
03	2019	74%	64%	10%	58%	16%
	2018	74%	63%	11%	57%	17%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	50%	61%	-11%	58%	-8%
	2018	61%	57%	4%	56%	5%
Same Grade Comparison		-11%				
Cohort Comparison		-24%				
05	2019	55%	60%	-5%	56%	-1%
	2018	35%	54%	-19%	55%	-20%
Same Grade Comparison		20%				
Cohort Comparison		-6%				
06	2019	51%	60%	-9%	54%	-3%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	59%	63%	-4%	52%	7%
Same Grade Comparison		-8%				
Cohort Comparison		16%				
07	2019	60%	58%	2%	52%	8%
	2018	50%	56%	-6%	51%	-1%
Same Grade Comparison		10%				
Cohort Comparison		1%				
08	2019	49%	63%	-14%	56%	-7%
	2018	63%	65%	-2%	58%	5%
Same Grade Comparison		-14%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	61%	9%	62%	8%
	2018	80%	62%	18%	62%	18%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	52%	64%	-12%	64%	-12%
	2018	42%	59%	-17%	62%	-20%
Same Grade Comparison		10%				
Cohort Comparison		-28%				
05	2019	53%	60%	-7%	60%	-7%
	2018	59%	58%	1%	61%	-2%
Same Grade Comparison		-6%				
Cohort Comparison		11%				
06	2019	40%	67%	-27%	55%	-15%
	2018	23%	68%	-45%	52%	-29%
Same Grade Comparison		17%				
Cohort Comparison		-19%				
07	2019	37%	62%	-25%	54%	-17%
	2018	54%	62%	-8%	54%	0%
Same Grade Comparison		-17%				
Cohort Comparison		14%				
08	2019	45%	43%	2%	46%	-1%
	2018	22%	41%	-19%	45%	-23%
Same Grade Comparison		23%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	56%	-14%	53%	-11%
	2018	49%	57%	-8%	55%	-6%

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-7%					
Cohort Comparison							
08	2019	24%	53%	-29%	48%	-24%
	2018	45%	55%	-10%	50%	-5%
Same Grade Comparison		-21%					
Cohort Comparison		-25%					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	74%	9%	71%	12%
2018	76%	73%	3%	71%	5%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	61%	-14%	61%	-14%
2018	59%	62%	-3%	62%	-3%
Compare		-12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	26	25	30	41		7				
BLK	46	39	33	37	40	36	25	73			
HSP	59	52		24	33		27				
MUL	59	56		53	50						
WHT	62	48	28	64	56	50	45	78	56		
FRL	57	46	32	48	48	43	25	81	35		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	50	33	34	50	54					
BLK	42	43	36	37	40		30				
HSP	61	52		43	43		30				
MUL	55	41		50	41						
WHT	62	57	45	54	53	54	59	67	47		
FRL	52	50	42	45	47	44	43	75	38		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	43	40	19	35	36					
BLK	46	48	64	30	36	73	16				
HSP	61	69		36	42		20				
MUL	50	44		40	44						
WHT	67	60	52	46	47	35	55	83	17		
FRL	54	58	57	37	43	48	32	78	31		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The Science scores for both grades 5 and 8 decreased. The 8th grades scored made a dramatic decrease. The 8th grade scores dropped 21% from the previous year while 5th grade scores dropped a small amount.

Students with disabilities performed low in math, science and reading. The largest hurdle with these students is the fact that they often are significantly behind and have difficulty with the grade level material. In addition, they often do not have the stamina to complete the test in its' entirety to the best of their ability.

Grade 4 students made decreased significantly in math and reading. We have seen this trend over the past few years with the students scoring much higher in 3rd grade then dropping in 4th grade.

In grades 6-8, Math cohort scores decreased. The focus of the middle school math teacher was not consistently on the standards based curriculum provided to him/students. While the students were taught the material there was not a consistent demonstration of mastery before moving on to new material.

ELA data showed an inconsistent performance with 3rd grade proficiency staying the same, 4th grade decreasing, 5th grade increasing, 6th grade decreasing, 7th increasing and 8th decreasing.

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

The 8th grades scored made a dramatic decrease. The 8th grade scores dropped 21% from the previous year. Students lacked some needed vocabulary to build content level knowledge. We found it was necessary to teach terms they should have known already before adding new information. In addition, student motivation/drive seemed to be a noticeable concern.

The 4th grade cohort decreased 28% in math and 24% in reading.

Hispanic students declined in math by 19%. We believe the switch to the Eureka math program was more challenging content to understand with a second language background because of the emphasis on vocabulary and multi-step problems.

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.

8th grade science has the largest discrepancy between the state and school scores at -24%. Students lacked some needed vocabulary to build content level knowledge. We found it was necessary to teach terms they should have known already before adding new information. In addition, student motivation/drive seemed to be a noticeable concern.

In math, 7th grade had the largest discrepancy between the state and school scores at -17%. There was an obvious lack of basic skills like place value, multiplication, division that played a role in students not being able to compute the 7th grade requirements.

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

5th grade ELA increased 20%. There was a specific focus on reading comprehension in the area of non-fiction text integrating Social Studies and Science content into language arts. In addition, vocabulary was a focus to ensure that students knew the vocabulary and had strategies for utilizing the context to figure out words when necessary.

8th grade math increased 23%, however, this is inflated since the previous year was such a low score. We did however not move as many students into the Algebra course and more students stayed in the 8th grade Math Course which they were better prepared for.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

At this time the largest area of concern from the EWS is the large number of students with attendance concerns. 74 students out of our population of 342 is a significant amount.

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

1. Science
2. Math - especially Middle School
3. Reading
4. Subgroups: Students With Disabilities and Hispanic students particularly in math
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science
Rationale	The science scores for both 5th and 8th grades decreased. The 8th grade scores made a dramatic decrease dropping 21% while the 5th grade scores decreased 7%. In addition, over the past few years the Science Scores has maintained in the 40-50% range.
State the measurable outcome the school plans to achieve	The school will increase Science Scores by 5%.
Person responsible for monitoring outcome	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Evidence-based Strategy	The school will implement the use of STEMscopes in order to focus on state standards and vocabulary acquisition.
Rationale for Evidence-based Strategy	Evidence shows that schools that utilize the STEMscopes program increase in scores on state testing, students are engaged in learning and able to demonstrate their knowledge.
Action Step	
Description	1. Purchase STEMscopes materials 2. Have PD for teachers to implement STEMscopes 3. Science Coach to plan with grade 5 and 8 teachers 4. Science Coach teacher to help classroom teachers analyze student data quarterly in order to identify gaps and locate resources to close gaps 5. Meet with other grade levels to ensure that Science content being covered in state testing is being taught with fidelity at previous grade levels.
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

#2	
Title	Math
Rationale	Particularly in the area of Middle School - Proficiency for 6th grade was 40%, 7th grade was 37% and 8th grade 45%. In addition, with only 32% of students with disabilities scoring proficient and 24% of Hispanic students, these subgroups will be a priority.
State the measurable outcome the school plans to achieve	Students will increase math scores by 5% at all targeted grade levels/subgroups.
Person responsible for monitoring outcome	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Evidence-based Strategy	Teachers will implement Eureka with fidelity in grades K-6. Students will participate in data driven intervention groups.
Rationale for Evidence-based Strategy	The Eureka math program is designed to build math knowledge and skill at a developmentally appropriate level that builds upon itself. In addition, the program focuses on math fluency, which is the foundation for math success.
Action Step	
Description	1. Train new teachers in Eureka, refresh teachers that previously had been trained 2. Math Coach to create a scope and sequence to follow Year Round School Schedule 3. Train teachers on data based instruction (using iready data/resources) 4. Coach will have weekly meetings with grade levels to plan and review data/ curriculum 5. Monthly meetings to discuss students within targeted subgroups
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

#3	
Title	Attendance
Rationale	22% of students have less than 90% attendance rate.
State the measurable outcome the school plans to achieve	The school will decrease the number of students that have less than 90% attendance rate to 15%.
Person responsible for monitoring outcome	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Evidence-based Strategy	The school will implement the Leader in Me Program through Franklin Covey. The LIM program has been shown to increase student engagement and therefore decrease absenteeism. Students with Attendance as an Early Warning Indicator will create an attendance goal in their Leadership Notebooks and will monitor quarterly. Guidance counselor will monitor attendance weekly and follow district procedures with notifying parents and setting meetings when appropriate.
Rationale for Evidence-based Strategy	The LIM program has been shown to increase student engagement and therefore decrease absenteeism.
Action Step	
Description	1. Teachers will be trained on Covey's Leader in Me Program 2. Students will be taught Leader in Me Lessons 3. Students will create attendance goals in lessons 4. Guidance counselor will monitor attendance weekly and follow district procedures with notifying parents 5. Guidance counselor will hold attendance meetings with parents as needed
Person Responsible	[no one identified]

#4	
Title	Reading
Rationale	ELA data showed an inconsistent performance with 3rd grade proficiency staying the same, 4th grade decreasing, 5th grade increasing, 6th grade decreasing, 7th increasing and 8th decreasing. Although some grade levels did make gains, scores ranged between 49-60% except for 3rd grade which excelled at 74%. This inconsistency has been a trend over the past few years as well. In addition, only 29% of students with disabilities were proficient in ELA.
State the measurable outcome the school plans to achieve	The school would like to see an overall increase of 5% proficiency in grades 4-8.
Person responsible for monitoring outcome	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Evidence-based Strategy	The school will utilize the iready diagnostic program in order to assess students and analyze gaps and use resources to create data driven intervention groups. In addition, the school will utilize the Florida Ready ELA materials.
Rationale for Evidence-based Strategy	The iready program can pinpoint students' gaps and provides resources for teachers and resource teachers to utilize when working with students. The Florida Ready materials will provide additional instruction in specific standards-based areas.
Action Step	
Description	1. Train teachers on the use of iready diagnostic and resource materials 2. Train teachers on data driven instruction 3. Review data monthly by grade level with administration 4. Review data monthly for students with disabilities - with ESE Coordinator/Teachers 5. Review mid year diagnostic data to assess student growth and need for additional supports
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to the Science, Math, Reading and Attendance, we will focus on the transition from 3rd to 4th grade in order to pinpoint what could be causing such a large discrepancy in student scores.

Part IV: Title I Requirements

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

Use the PFEP as a guide to how our school will work together with stakeholders to fulfill the school's mission and support students' needs.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 school has adopted the Franklin Covey Leader in Me Program - this program is specifically designed to enhance student self by focusing on student strengths and giving the opportunity for all students to carry a leadership role within the school. In addition, the school participates in DEAL (Drop Everything And Lead) during the first 30 minutes of the day. At this time the class participates in leadership activities, character development, morning meeting, and team building activities.

The school's guidance counselor does socio-emotional focused lessons once per month in each classroom. In addition, she hosts small group social skills groups for students in need. As well as she is available for 1:1 counseling and mediation between students.

In addition, the guidance counselor will make referrals to an outside mental health agency when needed.

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

We assist our pre-school students in transitioning to Kindergarten by holding Open House meetings prior to enrollment ensuring the parents meet one-on-one with the teacher before the school year begins. In the Spring we hold a Success Night and invite new Kindergarten parents to view the classrooms, learn about the expectations and schedule, and ask questions.

Each year in the Spring the school provides resources to parents regarding the transition from 8th to 9th grade. Many of our students attend choice programs in the high schools so we provide an outline of the choice programs available in the area and an outline of the application process. We take our 8th graders on a field trip to the high school each Spring and bring in alumni to speak with the students about high school and what to expect during the transition from Royal Palm.

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.

The school leadership meets on a weekly basis in order to identify student and staff needs. The team identifies with board support, which resources will be funded through Title 1, Title 2, IDEA, or operating dollars. School improvement goals and student data reviewed in order to ensure that students are

making adequate progress. If progress is not being made consistently then a plan is put into place to support the students/teachers as needed.

School leaders and district support personnel hold monthly problem solving team meetings by grade levels to analyze student and personnel needs based on student growth and proficiency levels.

Materials over $250 are labeled with school bar codes and items purchased with Title 1 funds are marked accordingly and an accurate inventory list is kept and updated as new items are purchased.

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

The school has a Career Development Course that students take in 6th grade. During that time students are exposed to different career paths, types of jobs, and opportunities. The teacher brings in speakers from the community to discuss their jobs with students.

The school takes 8th grade students to the local high school to meet with High School guidance counselors to understand the next step in their schooling. Counselors discuss the students' options for enrollment in collegiate programs, dual enrollment, and early enrollment.