Royal Palm Charter School

2020-21 Schoolwide Improvement Plan

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Royal Palm Charter School

7145 BABCOCK ST NE, Palm Bay, FL 32909

www.royalpalmcharter.com

Demographics

Principal: Shannon Shupe

Start Date for this Principal: 8/1/2010

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2019-20 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%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	42%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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 create a community of leaders that are equipped with the skills and knowledge needed to excel in any and all academic and social challenges they encounter throughout their educational careers.

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 strive to develop students' individual strengths in order to build their confidence to think independently, creatively and problem solve. We make every effort to develop a strong parent/teacher connection that creates an active partnership to reinforce the school/home connection. We believe this relationship serves as the foundation for a child's educational career.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Sviben, Shannon	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Develop and maintain positive school/community relations by promoting/ marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all customer groups by using effective communication techniques with students, teachers, parents and stakeholders. Duties of Principal include, but are not limited to, the following: Student Performance •Set and enforce rigorous standards for student achievement that are in line with the goals of RPCS. •Ensure the academic program meets or exceeds yearly student outcome goals as defined by RPCS Organizational Leadership •Develop organizational goals and objectives consistent with the vision and mission of RPCS. •Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. •Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. •Oversee all programs, services, and activities to ensure that program objectives are met. •Ensure compliance with all local, state and federal funding sources. •Manage student enrollment process to ensure that the school achieves its targeted enrollment projections. •Ensure the safety and security of all students, staff, visitors, and property. •Ensure an orderly learning environment. •Ensure appropriate standards of student behavior, performance, and attendance. •Ensure that all disciplinary issues are addressed fairly and immediately. -Instructional Leadership •Manage, evaluate and develop a team of teachers. •Work with teachers to constantly assess and improve student achievement results. •Ensure use of effective, research-based teaching methodologies and practices. •Implement data-driven instructional practices and lead discussions about student performance. •Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. •Keep abreast of successful instructional methodologies and practices. •Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Foster culture of professionalism among teachers and staff. •Ensure learning environment and classroom instruction maximizes student

Name	Title	Job Duties and Responsibilities
		learning. •Monitor progress of all students. •Supervise and mentor all teachers. -Operational Leadership •Implement the budget development process with the assistance of the Board of Directors and School Accountant that meets targeted requirements. •Oversee routine facilities maintenance. •Oversee management of school records and resources as necessary. •Ensure compliance of local, state, and federal laws and regulations. -Personnel •Recruit, select, and hire school staff, including teachers and school-based support staff. •Continually monitor progress on all measures of school and staff performance. •Administer RPCS approved personnel policies and procedures. •Oversee any and all disciplinary actions. •Provide for adequate supervision, training, and evaluation of all staff and volunteers. •Communicate the vision that supports the school's goals and values. •Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence. 6. Community Relations •Serve as liaison between teachers, parents, and the community.
Rodriguez, Amy	Assistant Principal	Duties of Assistant Principal include, but are not limited to, the following: Student Performance •Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS. •Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS. •Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. •Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. •Help ensure the safety and security of all students, staff, visitors, and property. •Help ensure an orderly learning environment. •Help ensure appropriate standards of student behavior, performance, and attendance. •Ensure that all disciplinary issues are addressed fairly and immediately. -Instructional Leadership •Work with teachers to constantly assess and improve student achievement results. •Help ensure use of effective, research-based teaching methodologies and practices. •Implement data-driven instructional practices and lead discussions about student performance. •Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. •Keep abreast of successful instructional methodologies and practices.

Name	Title	Job Duties and Responsibilities
		•Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Monitor progress of all students. •Supervise and mentor all 3rd through 5th grade teachers. •Oversee ESE Coordinator and Teachers
Vernon, Tresa	Assistant Principal	Duties of Assistant Principal include, but are not limited to, the following: Student Performance •Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS. •Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS. •Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. •Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. •Help ensure the safety and security of all students, staff, visitors, and property. •Help ensure an orderly learning environment. •Help ensure appropriate standards of student behavior, performance, and attendance. •Ensure that all disciplinary issues are addressed fairly and immediately. -Instructional Leadership •Work with teachers to constantly assess and improve student achievement results. •Help ensure use of effective, research-based teaching methodologies and practices. •Implement data-driven instructional practices and lead discussions about student performance. •Work with teachers to improve their teaching practice through coaching,professional development, modeling, and collaborative planning. •Keep abreast of successful instructional methodologies and practices. •Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Monitor progress of all students. •Supervise and mentor all K through 2nd grade teachers.

Demographic Information

Principal start date
Sunday 8/1/2010, Shannon Shupe

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

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

5

Total number of teacher positions allocated to the school

10

Demographic Data

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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.	

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	29	28	36	30	43	38	46	34	0	0	0	0	319
Attendance below 90 percent	2	3	0	3	4	4	7	3	1	0	0	0	0	27
One or more suspensions	1	2	1	2	3	0	4	6	0	0	0	0	0	19
Course failure in ELA	1	1	0	0	3	0	0	1	7	0	0	0	0	13
Course failure in Math	1	1	0	0	0	0	0	1	1	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	11	4	3	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	8	5	5	0	0	0	0	22

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	1	1	0	0	3	1	11	4	2	0	0	0	0	23

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	2	1	2	1	0	4	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 9/22/2020

Prior Year - As Reported

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

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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%
	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%
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		

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	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

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.

Based on the 2019 Data:
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 student scores 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.

Based on the 2019 Data:
The 8th grades scores 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.

Based on 2020 MAP Reading Testing Data:
Students in K-2 scored consistently lower in the area of Language and Writing. Students in Grade 3 - 7 scores consistently lower in the area of Language, Craft and Structure. In addition, grade 3, 5, 7 and 8 scored lower in the areas of Literary Text.

Based on 2020 MAP Math Testing Data
Students in K-2 consistently scored lower in the area of Numbers and Operations
Students in 3-5 consistently scored lower in the areas of Geometry and Numbers and Operations
Students in 6-8 consistently scored lower in the areas of Real and Complex Number Systems and Geometry

Based on 2020 Phonics Screener for Intervention (PSI) and Phonological Assessment Screener for Intervention (PASI) Data
K-2 students show a need for additional support in phonological awareness and acquisition.

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.

Based on 2019 Data:
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, and 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?

Based on 2019 Data:
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.

Based on 2020 Benchmark data
In science, 89% our students in 5th grade showed a 5% growth from the beginning of the year to the middle of the year benchmark. In 8th grade, only 65% of the students showed growth from the beginning of the year to the middle of the year benchmark. Moreover, in analyzing the 8th grade data from the student chapter tests, students went from a 53% pass rate in August to an 83% pass rate in February. This data further proves the growth students were making. Thus supporting our prediction that 100% of students would show a 5% growth by the end of the year benchmark.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

At this time the largest area of concern from the EWS is the large number of students with attendance concerns. 62 of the 319 students students have less than 90% attendance rate for at least one semester with 11 students with less than a 90% attendance rate for both semesters. 19% of students are impacted by this attendance concern.

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

1. Science
2. Math - Middle School top priority
3. Reading
4. Attendance
5. Subgroups: Students with Disabilities and Hispanic Students, primarily in Math

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Based on 2019 data, 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 have consistently been in the 40-50% range.
Measurable Outcome:	The school will increase Science Scores by 5% on state testing.
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 have an increase on state testing scores and students are engaged in learning and are able to demonstrate knowledge.

Action Steps to Implement

Purchase STEMscopes materials for grades 5 - 8. (T)

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Organize Professional Development for teachers implementing STEMscopes. (T)

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Check in at quarterly grade level meetings to ensure Science benchmarks are being taught consistently with fidelity.

Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Purchase a Brainpop subscription to be used by all teachers (T)

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Purchase Discovery Education subscription

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Educate parents through hands-on training to support learning at home (T)

Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Particularly in the area of Middle School - In 2019, Proficiency for 6th grade was 40%, 7th grade was 37%, and 8th grade 45%. MAP scores support the need for additional support for students in math. In addition, with only 32% of students with disabilities scoring proficient and 24% of Hispanic students, these subgroups will be a priority.
Measurable Outcome:	Students will increase math scores by 5% at all targeted grade levels/sub groups.
Person responsible for monitoring outcome:	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Evidence-based Strategy:	Teachers will implement Go Math with fidelity in all grade levels. Students will participate in data driven intervention groups
Rationale for Evidence-based Strategy:	Go Math program is designed to instruct students in a manner that is grade level appropriate and builds upon each skill.

Action Steps to Implement	
Purchase Go Math Materials (T)	
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Organize Professional Development for all teachers to refresh or train on Go Math Curriculum/Think Central resource and student website (T)	
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Discuss at quarterly grade level meetings benchmark progress and content needs	
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Monthly meetings to discuss students within targeted subgroups	
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Professional Development for teachers to train on MAP Reports and Edgenuity intervention program (T)	
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Professional Development for teachers to train on Measuring Up Test Preparation Materials	
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Educate parents through hands-on training to support learning at home (T)	
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Purchase Renweb (Wilcomp) Student Information System (T)	
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on 2019 data, ELA scores 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.

Data indicates that the written language piece continues to be a low scoring section and could be contributing to the significant drop in proficiency in ELA scores from 3rd to 4th grades.

Based on 2020 benchmark testing, primary students tested were lacking the necessary skills in phonological awareness and phonics acquisition. |
| **Measurable Outcome:** | in grades 4-6 the school would like to see an overall increase of 5% in proficiency on state tests.

In grades K-3 the school would like to see an increase in phonological awareness on the PASI and PSI. |
| **Person responsible for monitoring outcome:** | Amy Rodriguez (amy.rodriguez@royalpalmcharter.com) |
| **Evidence-based Strategy:** | The school will utilize NWEA Map program in order to assess students and analyze gaps and use resources to create personalized programs through Edgenuity as well as focused intervention groups. In addition, the school will utilize Measure Up Test Prep Materials and Writables to give student additional supports.

The school will utilize the Secret Stories in order to increase phonological awareness and phonics acquisition. |
| **Rationale for Evidence-based Strategy:** | NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for teachers and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to the students' needs.

Secret Stories is a researched base multisensory phonics approach that offers students logical explanations for letter sound behavior that accelerates phonics skill mastery for reading and writing. |

Action Steps to Implement

Purchase NWEA Maps, Edgenuity, Writables, and Secret Stories

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Organize a time for representatives from each company train teachers on how to implement Maps Testing, Edgenuity, Writables, and Secret Stories

Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Review data monthly by grade level with administration

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Review data monthly for students with disabilities, with ESE Coordinator/Teachers

Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Review mid year diagnostic to assess student growth and needs for additional supports

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Purchase Florida Ready test prep ELA materials for grades 2-8 (T)

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Hire a teacher for reading intervention to target grades K-4 targeting students in the lowest 25%. (T)

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Hire a full time paraprofessional for additional reading support within the classroom for grades K and 1. (T)

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Hire a part-time paraprofessional for additional reading support within the classroom for grades K-2. (T)

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Purchase HMH Collections and Close Read materials for 6th - 8th grades. (T)

Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Educate parents through hands-on training to support learning at home (T)

Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Student attendance continues to be an area of concern. 19% of students have less than 90% attendance rate in 19-20 (22% in 18-19).
Measurable Outcome:	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 utilize the Leader in Me Program through Franklin Covey (7 Habits of Highly Effective Leaders). 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. The guidance counselor will monitor attendance weekly and follow district procedures with notifying parents, setting up meetings and IPST meetings as appropriate.
Rationale for Evidence-based Strategy:	The LIM program has been shown to increase student engagement and therefore decrease absenteeism.

Action Steps to Implement	
Teachers will be trained on the 7 Habits of Highly Effective Leaders and Covey's Leader in Me Program	
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Students will participate in daily Leader in Me lessons.	
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Students will create attendance goals in Leadership Notebooks	
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Guidance counselor will monitor attendance weekly and follow district procedures with notifying parents (T)	
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Guidance counselor will hold attendance meetings with parents as needed.	
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Purchase and implement daily use of Leader in Me program and curriculum materials (T)	
Person Responsible	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Educate parents through hands-on training to support learning at home (T)	
Person Responsible	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Subgroups will be monitored in the monthly meetings discussing student progress in Science, Math and ELA. The ESE Teacher will work closely with the classroom teacher to monitor students with disabilities' progress on a weekly basis in order to analyze if all of the students' needs are being met.

In addition to the subject areas focus 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 between students' scores from one year to the next.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school has adopted the Franklin Covey Leader in Me Program - this program is specifically designed to enhance student self awareness 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 meetings, and team building activities.

Parents have been informed of the 7 Habits and family assignments are sent out on a monthly basis to encourage communication between teachers, parents, and students. Parents have been invited to participate in a book study for the 7 Habits of Highly Effective Parents.

The school's guidance counselor prepares and delivers socio-emotional focused lessons once per month in each classroom. In addition, she hosts small group social skills groups for students in need. She is also 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.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science				$7,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	6509 - Royal Palm Charter School	Title, I Part A		$7,200.00
			Notes: STEMSCOPES			
2	III.A.	Areas of Focus: Instructional Practice: Math				$13,805.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	6509 - Royal Palm Charter School	Title, I Part A		$5,305.00
			Notes: Go Math Materials and PD			
	5100	520-Textbooks	6509 - Royal Palm Charter School	Other		$8,500.00
			Notes: Measuring Up Curriculum			
3	III.A.	Areas of Focus: Instructional Practice: ELA				$26,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	529-Technology-Related Textbooks	6509 - Royal Palm Charter School	Other		$7,500.00
			Notes: Writables			
	5100	529-Technology-Related Textbooks	6509 - Royal Palm Charter School	Other		$12,000.00
			Notes: Edgenuity/NWEA MAP			
	5100	520-Textbooks	6509 - Royal Palm Charter School	Other		$6,500.00
			Notes: Secret Stories			
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	6509 - Royal Palm Charter School	Title, I Part A		$18,000.00
					Total:	$65,005.00