

Brevard Public Schools

# Royal Palm Charter School



## 2021-22 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: 7/1/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	77%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (50%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Royal Palm Charter School

7145 BABCOCK ST NE, Palm Bay, FL 32909

[www.royalpalmcharter.com](http://www.royalpalmcharter.com)

## School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	74%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<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	Position Title	Job Duties and Responsibilities
Sviben, Shannon	Principal	<p>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.</p> <p>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.</p> <p>Duties of Principal include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>-Student Performance <ul style="list-style-type: none"> <li>•Set and enforce rigorous standards for student achievement that are in line with the goals of RPCS.</li> <li>•Ensure the academic program meets or exceeds yearly student outcome goals as defined by RPCS</li> </ul> </li> <li>Organizational Leadership <ul style="list-style-type: none"> <li>•Develop organizational goals and objectives consistent with the vision and mission of RPCS.</li> <li>•Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.</li> <li>•Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.</li> <li>•Oversee all programs, services, and activities to ensure that program objectives are met.</li> <li>•Ensure compliance with all local, state and federal funding sources.</li> <li>•Manage student enrollment process to ensure that the school achieves its targeted enrollment projections.</li> <li>•Ensure the safety and security of all students, staff, visitors, and property.</li> <li>•Ensure an orderly learning environment.</li> <li>•Ensure appropriate standards of student behavior, performance, and attendance.</li> <li>•Ensure that all disciplinary issues are addressed fairly and immediately.</li> </ul> </li> <li>-Instructional Leadership <ul style="list-style-type: none"> <li>•Manage, evaluate and develop a team of teachers.</li> <li>•Work with teachers to constantly assess and improve student achievement results.</li> <li>•Ensure use of effective, research-based teaching methodologies and practices.</li> <li>•Implement data-driven instructional practices and lead discussions about student performance.</li> <li>•Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</li> <li>•Keep abreast of successful instructional methodologies and practices.</li> <li>•Provide high quality curricular training and resources to staff.</li> <li>•Ensure consistencies in instruction and practice amongst team of teachers.</li> <li>•Foster culture of professionalism among teachers and staff.</li> </ul> </li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>•Ensure learning environment and classroom instruction maximizes student learning.</li> <li>•Monitor progress of all students.</li> <li>•Supervise and mentor all teachers.</li> <li>-Operational Leadership</li> <li>•Implement the budget development process with the assistance of the Board of Directors and School Accountant that meets targeted requirements.</li> <li>•Oversee routine facilities maintenance.</li> <li>•Oversee management of school records and resources as necessary.</li> <li>•Ensure compliance of local, state, and federal laws and regulations.</li> <li>-Personnel</li> <li>•Recruit, select, and hire school staff, including teachers and school-based support staff.</li> <li>•Continually monitor progress on all measures of school and staff performance.</li> <li>•Administer RPCS approved personnel policies and procedures.</li> <li>•Oversee any and all disciplinary actions.</li> <li>•Provide for adequate supervision, training, and evaluation of all staff and volunteers.</li> <li>•Communicate the vision that supports the school's goals and values.</li> <li>•Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence.</li> <li>6. Community Relations</li> <li>•Serve as liaison between teachers, parents, and the community.</li> </ul>
Rodriguez, Amy	Assistant Principal	<p>Duties of Assistant Principal include, but are not limited to, the following:</p> <p>Student Performance</p> <ul style="list-style-type: none"> <li>•Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS.</li> <li>•Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS.</li> <li>•Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.</li> <li>•Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.</li> <li>•Help ensure the safety and security of all students, staff, visitors, and property.</li> <li>•Help ensure an orderly learning environment.</li> <li>•Help ensure appropriate standards of student behavior, performance, and attendance.</li> <li>•Ensure that all disciplinary issues are addressed fairly and immediately.</li> <li>-Instructional Leadership</li> <li>•Work with teachers to constantly assess and improve student achievement results.</li> <li>•Help ensure use of effective, research-based teaching methodologies and practices.</li> <li>•Implement data-driven instructional practices and lead discussions about student performance.</li> <li>•Work with teachers to improve their teaching practice through coaching,</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>professional development, modeling, and collaborative planning.</p> <ul style="list-style-type: none"> <li>•Keep abreast of successful instructional methodologies and practices.</li> <li>•Provide high quality curricular training and resources to staff.</li> <li>•Ensure consistencies in instruction and practice amongst team of teachers.</li> <li>•Monitor progress of all students.</li> <li>•Supervise and mentor all 3rd through 5th grade teachers.</li> <li>•Oversee ESE Coordinator and Teachers</li> </ul>
Vernon, Tresa	Assistant Principal	<p>Duties of Assistant Principal include, but are not limited to, the following:</p> <p>Student Performance</p> <ul style="list-style-type: none"> <li>•Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS.</li> <li>•Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS.</li> <li>•Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.</li> <li>•Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.</li> <li>•Help ensure the safety and security of all students, staff, visitors, and property.</li> <li>•Help ensure an orderly learning environment.</li> <li>•Help ensure appropriate standards of student behavior, performance, and attendance.</li> </ul> <p>-Instructional Leadership</p> <ul style="list-style-type: none"> <li>•Ensure that all disciplinary issues are addressed fairly and immediately.</li> <li>•Work with teachers to constantly assess and improve student achievement results.</li> <li>•Help ensure use of effective, research-based teaching methodologies and practices.</li> <li>•Implement data-driven instructional practices and lead discussions about student performance.</li> <li>•Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</li> <li>•Keep abreast of successful instructional methodologies and practices.</li> <li>•Provide high quality curricular training and resources to staff.</li> <li>•Ensure consistencies in instruction and practice amongst team of teachers.</li> <li>•Monitor progress of all students.</li> <li>•Supervise and mentor all K through 2nd grade teachers.</li> </ul>

## Demographic Information

### Principal start date

Friday 7/1/2011, 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.*

**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**

25

**Total number of students enrolled at the school**

332

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

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

1

### Demographic Data

## Early Warning Systems

### 2021-22

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	1	1	1	1	1	1	1	2	1	0	0	0	0	10
One or more suspensions	0	0	2	0	0	1	2	6	1	0	0	0	0	12
Course failure in ELA	0	0	2	0	0	0	0	2	4	0	0	0	0	8
Course failure in Math	0	0	2	0	0	0	0	2	2	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	3	1	0	0	0	0	1	4	0	0	0	0	11
Level 1 on 2021 statewide FSA ELA assessments	0	0	0	0	2	7	12	8	3	0	0	0	0	32
Level 1 on 2021 statewide FSA Math assessment	0	0	0	0	12	9	13	6	5	0	0	0	0	45
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	6	8	7	1	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	2	2	0	0	1	0	0	2	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Thursday 9/16/2021

## 2020-21 - 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	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

## 2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	65%	61%	57%	68%	60%
ELA Learning Gains				47%	58%	59%	52%	59%	57%
ELA Lowest 25th Percentile				33%	54%	54%	43%	54%	52%
Math Achievement				50%	67%	62%	48%	67%	61%
Math Learning Gains				48%	62%	59%	49%	61%	58%
Math Lowest 25th Percentile				41%	59%	52%	47%	56%	52%
Science Achievement				35%	62%	56%	47%	63%	57%
Social Studies Achievement				81%	80%	78%	71%	81%	77%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	64%	10%	58%	16%
Cohort Comparison						
04	2021					
	2019	50%	61%	-11%	58%	-8%
Cohort Comparison		-74%				
05	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-50%				
06	2021					
	2019	51%	60%	-9%	54%	-3%
Cohort Comparison		-55%				
07	2021					
	2019	60%	58%	2%	52%	8%
Cohort Comparison		-51%				
08	2021					
	2019	49%	63%	-14%	56%	-7%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	61%	9%	62%	8%
Cohort Comparison						
04	2021					
	2019	52%	64%	-12%	64%	-12%
Cohort Comparison		-70%				
05	2021					
	2019	53%	60%	-7%	60%	-7%
Cohort Comparison		-52%				
06	2021					
	2019	40%	67%	-27%	55%	-15%
Cohort Comparison		-53%				
07	2021					
	2019	37%	62%	-25%	54%	-17%
Cohort Comparison		-40%				
08	2021					
	2019	45%	43%	2%	46%	-1%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	56%	-14%	53%	-11%
Cohort Comparison						
08	2021					
	2019	24%	53%	-29%	48%	-24%
Cohort Comparison		-42%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	74%	9%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	61%	-14%	61%	-14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA Map Diagnostic for Reading and Math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	41	40
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74	78	83
	Economically Disadvantaged			
	Students With Disabilities	0	0	50
	English Language Learners	100	100	0



Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	67	56
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	47	44
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	71	41
	Economically Disadvantaged			
	Students With Disabilities	50	50	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	41	47
	Economically Disadvantaged			
	Students With Disabilities	75	85	25
	English Language Learners	NA	NA	NA

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	49	38
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	23	30
	Economically Disadvantaged			
	Students With Disabilities	25	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	43	49
	Economically Disadvantaged			
	Students With Disabilities	16	22	29
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	37	47
	Economically Disadvantaged			
	Students With Disabilities	50	22	25
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	74	72	73
	Economically Disadvantaged			
	Students With Disabilities	40	20	50
	English Language Learners	50	100	100
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	77	76
	Economically Disadvantaged			
	Students With Disabilities	40	60	60
	English Language Learners	100	100	50
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	92	85	87
	Economically Disadvantaged			
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	85	87
	Economically Disadvantaged			
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	34	46	25	26	29		27				
BLK	50	51	64	41	44	36	29				
HSP	61	54		48	46						
MUL	54	60		38	30						
WHT	56	57	35	48	48	27	43	87			
FRL	52	53	50	40	42	30	37	76	8		
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						

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
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		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	45
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	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
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	50
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

In general, the students performed low in Math, with the most significant decreases in grades 3-5. Based on 2021 FSA data only 26% of the lowest 25 percentile made learning gains.

Grades 4 and 5 in ELA and Math remain a major concern.

ELL and ESE subgroups remain a significant concern. Only a few of each category showed proficiency based on 2020-2021 progress monitoring data.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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.

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.

Based on 2021 MAP Reading Testing Data:

K-2 scored consistently lower in the area of communicating through writing .

3 - 7 scored consistently lower in the area of vocabulary and informational text.

Based on 2021 MAP Math Testing Data

Students in K-2 consistently scored lower in the area of Measurement and Data Analysis

Students in 3-8 consistently scored lower in the areas of algebraic reasoning and geometric reasoning.

Based on 2021 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.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There was inconsistency with teachers in 4th grade; we had 3 different teachers for one classroom.

The Middle School math position was filled by a substitute teacher for half the year. It is necessary to

have a dedicated math teacher with understanding of the standards and expectations.

Additionally, Covid precautions limited the amount of after school tutoring and peer to peer tutoring that was offered.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based on SY 20/21 Middle School ELA scores showed an improvement as well as 7th grade FSA Math.

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.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Based on 2019 Data:

In ELA 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.

We did 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.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning the school will be offering after school tutoring twice per week in addition to MTSS/RTI groups held within the day. Students that scored level 1 will participate in an intensive reading and/or math course.

Students will utilize the Edgenuity program that is based on the MAP diagnostic tests - students will need to utilize this program in order to get the personalized instruction to close learning gaps.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will receive professional development on the new BEST standards for ELA in addition to the newly adopted reading curriculum.

They will receive training in MAP resources, Spelling Stories (phonics program) and STEMscopes assessments,

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**



A second reading resource teacher will provide intervention to students as well as support for teachers.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	SY20-21 FSA ELA data shows 55% of students performed at proficiency (3+) compared to the district average of 57%.
<b>Description and Rationale:</b>	SY20-21 FSA ELA data shows 41% of 4th graders performing at proficiency (3+) compared to the state average of 52% and the district average 58%. Additionally, SY20-21 FSA ELA data shows 41% of 5th graders performing at proficiency (3+) compared to the state average of 54% and the district average 59%.
<b>Measurable Outcome:</b>	ELA proficiency in grades 4 and 5 will increase, as measured by FSA ELA assessments from 41% to 50%.
<b>Monitoring:</b>	This area of focus will be monitored through ongoing progress monitoring through: MAP Diagnostic Growth Assessment in ELA (3 times yearly) Edgenuity Standards Mastery
<b>Person responsible for monitoring outcome:</b>	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
<b>Evidence-based Strategy:</b>	Overall Tier 1 ELA performance will improve through implementation of the following strategies:  The school will adopt an approved Reading Curriculum, CKLA (K-5) and Amplify ELA (6-8).  The school will utilize the NWEA Map program in order to assess students and analyze gaps and resources to create personalized programs through Edgenuity as well as focused intervention groups.  The school will utilize Florida Ready curriculum (3-5) and Measure Up curriculum (6-8) as supplemental resources to provide additional support.  The CKLA and Amplify ELA curriculum provides direct instruction aligned with the new BEST Standards.
<b>Rationale for Evidence-based Strategy:</b>	NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom 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 students' needs.  The Florida Ready and Measure Up programs are standards-based materials that support student mastery.

**Action Steps to Implement**

Purchase CKLA and Amplify Reading Curriculum

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

Organize a time for representatives from Amplify and NWEA to train teachers on curriculum and resources.

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

Review student data monthly by grade level with lead teachers and 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)

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

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

Hire a reading coach to support professional development of teachers with BEST Standards and implementation of new curriculum. (T)

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

Hire a part-time paraprofessional for additional support within the classroom for grades 6-8. (T)

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

Hire a part-time paraprofessional for additional support within the classroom for grades K-5.

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

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

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

Train teachers on new BEST Standards. Arrange for teachers to attend conference on standards.

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

Train teachers on new BEST Standards. Arrange for consultant to come to the school to train teachers.

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

Arrange consultant to train administrators and reading resource teachers on ways to support teachers with BEST Standards.

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

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	SY20-21 FSA ELA data shows 46% of students performing at proficiency (3+) compared to the district average 54%.  Additionally, only 26% of the lowest 25% performing at proficiency.
<b>Measurable Outcome:</b>	Math proficiency will increase, as measured by FSA Math assessments from 46% to 50%.  This area of focus will be monitored through ongoing progress monitoring through:
<b>Monitoring:</b>	MAP Diagnostic Growth Assessment in ELA (3 times yearly) Edgenuity Standards Mastery
<b>Person responsible for monitoring outcome:</b>	[no one identified]  Overall Tier 1 ELA performance will improve through implementation of the following strategies:  The school will teach with fidelity the Go Math curriculum.
<b>Evidence-based Strategy:</b>	The school will utilize the NWEA Map program in order to assess students and analyze gaps and resources to create personalized programs through Edgenuity as well as focused intervention groups.  The school will utilize Florida Ready curriculum (3-5) and Measure Up curriculum (6-8) as supplemental resources to provide additional support. The Go Math curriculum provides direct instruction aligned with the Florida Standards.
<b>Rationale for Evidence-based Strategy:</b>	NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom 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 students' needs.  The Florida Ready and Measure Up programs are standards-based materials that support student mastery.

**Action Steps to Implement**

Purchase consumable Go Math materials. (K-8)

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

Purchase consumable Florida Ready materials. (3-5)

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

Purchase consumable Measure Up materials.(6-8)

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

Organize time for NWEA to train teachers on NWEA Map program - focus on analyzing diagnostic reports.

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

Organize time for Edgenuity training.

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

Facilitate beginning of the year meetings with grade levels to discuss student FSA scores.

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

Facilitate meetings with grade levels to discuss beginning/mid/end of year diagnostic results.

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

Facilitate meetings with teachers monthly to discuss students' RTI needs/progress.

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

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

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

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

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

**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	SY20-21 Science data shows 39% of students performed at proficiency (3+) compared to the district average of 55%.  8th grade scores increased 24 to 56% while 5th grades scores decreased significantly by 20%.
<b>Measurable Outcome:</b>	The will increase Science Scores by 5% on state testing.
<b>Monitoring:</b>	The school will complete a beginning of the year and mid year Stemscores assessment. The school will compare the school-based assessments with state assessment.
<b>Person responsible for monitoring outcome:</b>	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
<b>Evidence-based Strategy:</b>	The school will implement the use of STEMscopes (with fidelity) in order to focus on state standards and vocabulary acquisition,
<b>Rationale for Evidence-based Strategy:</b>	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.
<b>Action Steps to Implement</b>	
Purchase STEMscopes materials for grades 5-8. (T)	
<b>Person Responsible</b>	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Organize professional development for teachers implementing STEMscopes. (T)	
<b>Person Responsible</b>	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Meet to discuss beginning of the year and mid year assessment results to identify areas in need of support.	
<b>Person Responsible</b>	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Check in quarterly at grade level meetings to confirm Science benchmarks are being taught consistently with fidelity.	
<b>Person Responsible</b>	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Purchase Brain Pop subscription as a resource.	
<b>Person Responsible</b>	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Purchase Discovery Education subscription as a resource	
<b>Person Responsible</b>	Shannon Sviben (shannon.sviben@royalpalmcharter.com)
Educate parents through hands-on training to support learning at home.	
<b>Person Responsible</b>	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on the SafeSchoolsforAlex data Royal Palm had a higher rate than expected. The administrative team will add discipline events to the concerns addressed at monthly admin team meetings. Focusing on what events occurred and problem solving interventions to put in place if needed.**

### 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.

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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administration models the 7 Habits and has created time in each class schedule for students to get direct instruction in the 7 Habits, Leader in Me and focus on character development. They make training on the 7 Habits and yearly refresher training a priority.

The teachers create daily lessons that support learning the 7 Habits, community building and character education. The teachers model this behavior and provide an environment that focuses on a positive community. Staff participate in action teams that support school-wide goals of implementation of the Leader in Me program.

Students create personal and academic goals. Students have the opportunity to participate in classroom leadership roles as well as the school Lighthouse Committee.

Parents are provided opportunities to support what is being taught in the classroom.