

Miami-Dade County Public Schools

Royal Palm Elementary School



2021-22 Schoolwide Improvement Plan

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Royal Palm Elementary School

4200 SW 112TH CT, Miami, FL 33165

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

Demographics

Principal: Marta Garcia

Start Date for this Principal: 7/21/2009

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (76%) 2017-18: A (79%) 2016-17: A (69%) |
| 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 | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Dade 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.

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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| Budget to Support Goals | 30 |

Royal Palm Elementary School

4200 SW 112TH CT, Miami, FL 33165

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

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p> | <p>2020-21 Title I School</p> <p>Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>88%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | | A | A | A |

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 Elementary School teachers and staff is to provide students with the necessary skills to succeed in all academic areas. This will be done by utilizing current technology to support instruction across the curriculum in a comprehensive effort to enhance students' critical thinking skills which are essential in a rapidly changing society.

Provide the school's vision statement.

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

School 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 |
|-------------------------|---------------------|--|
| Blanco, Jo Ann | Assistant Principal | Royal Palm Elementary's Assistant Principal, Jo Ann Blanco, assists the principal in data-based decision making, provides information about core instruction, evaluates school core content standards and programs, identifies and analyzes existing behavior assessment and intervention approaches; identifies systematic patterns of student need, provides faculty with appropriate evidence-based intervention strategies, and assists with whole school screening in order to identify students who are working below grade level. |
| Cardona, Marcia | Teacher, K-12 | Marcia Cardona is Royal Palm Elementary's Gifted Department Chairperson as well as our S.T.E.A.M. Coordinator. Ms. Cardona assists in disseminating the latest science information provided by MDCPS, information related to the STEAM curriculum, and assists in monitoring and responding to the needs of subgroups. Moreover, Ms. Cardona prepares the referrals for Gifted Program. |
| Villavicencion, Marlene | Teacher, K-12 | Ms. Villavicencio is a member of our Professional Support Learning Team as the Digital Innovation Leader. She is also our Science Liaison. She regularly attends trainings provided by the District Science Department and shares information as well as best practices with the Leadership Team and Faculty. |
| Gomez, Lissette | Teacher, PreK | Ms. Gomez is our Pre-Kindergarten Chairperson. As the Team Leader, she is responsible for sharing information from the Department of Early Childhood Education. She provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically. |
| Panzer, Carlianne | Teacher, K-12 | Ms. Panzer is a member of our Professional Learning Support Team as the Instructional Coach/Content Expert. She is also our Mathematics Liaison. As a member of the Leadership Team, she assists in disseminating the latest mathematics information provided by MDCPS, the latest information regarding the new interactive mathematics website, and updates from the book publishing company. |
| Malespin, Lelys | Teacher, K-12 | Ms. Malespin is a member of our Professional Learning Support Team serving as our Professional Development (P.D.) Liaison. She is also the Grade Level Chairperson for 4th Grade. As the P.D. Liaison, she works with the Leadership Team to propose and provide relevant Professional Development Activities based on the needs of the faculty. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|----------------|--|
| | | students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically. |
| Garcia, Marta | Principal | Royal Palm Elementary Principal, Marta Garcia, provides a common vision for the use of data-based decision-making. In addition, the principal ensures that the school-based team is implementing MTSS/Rtl by conducting assessment of MTSS/Rtl skills of school staff and collecting documentation. Moreover, the principal provides adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities. |
| Marquez, Nancy | Teacher, K-12 | Ms. Marquez is our Kindergarten Grade Level Chairperson. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically. |
| Mena, Milagro | Teacher, K-12 | Ms. Mena is our First Grade Level Chairperson. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically. |
| Mansito, Daneisy | Teacher, K-12 | Ms. Mansito is a member of our Professional Learning Support Team serving as the New and Early Career Mentor. She is also the Grade Level Chairperson for 2nd Grade. As the New and Early Career Mentor, she works with and provides support to all beginning teachers at Royal Palm Elementary. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically. |
| Medina, Teresa | Teacher, K-12 | Ms. Medina is our Third Grade Level Chairperson. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------------|--|
| | | additional support, and integrates Intensive interventions in order to meet the goal of increasing each student’s rate of progress academically. |
| Yip, Christina | Teacher, K-12 | Ms. Yip is our Fifth Grade Level Chairperson. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student’s rate of progress academically. |
| Lazo, Mercedes | Teacher, ESE | Ms. Lazo is our ESE Chairperson. She coordinates Annual or Interim Individual Education Plan (IEP) meetings. She is responsible to maintaining current plans and communicating with classroom teachers regarding ESE students. She also assists in monitoring and responding to the needs of the students. Ms. Lazo also participates in student data collection, integrates core instructional activities/materials into Intensive instruction, and collaborates with general education teachers through activities such as co-teaching, small group pull-out, and tutoring. |
| Perez, Nancy | ELL Compliance Specialist | Ms. Perez is our ELL Compliance Specialist. She is assists in monitoring and responding to the academic of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff, and shares best practices to help faculty meet the needs of our ELL students. |
| Herrero, Melissa | School Counselor | The School Counselor, Melissa Herrero, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the counselor offers a repertoire of community agencies that offer assistance to children and families and to support the child's academic, emotional, behavioral, and social success. Ms. Herrero also monitors behavior data, conducts intervention for students identified through the MTSS, provides support and resources for parents, gathers information and data required for the RtI Process. |

Demographic Information

Principal start date

Tuesday 7/21/2009, Marta Garcia

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.*

13

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.*

20

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

455

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

2

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

0

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 | 79 | 55 | 59 | 70 | 59 | 91 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 413 |
| Attendance below 90 percent | 11 | 4 | 2 | 10 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in Math | 0 | 1 | 0 | 1 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 10 | 9 | 21 | 24 | 16 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 97 |

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 | 6 | 2 | 0 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

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 | 12 | 5 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

Date this data was collected or last updated

Saturday 9/4/2021

2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

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 | 68 | 66 | 68 | 62 | 96 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 457 |
| Attendance below 90 percent | 11 | 2 | 9 | 3 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Course failure in Math | 0 | 2 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

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 | 7 | 3 | 0 | 3 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |

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 | 13 | 6 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 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 | | | | 77% | 62% | 57% | 79% | 62% | 56% |
| ELA Learning Gains | | | | 74% | 62% | 58% | 67% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 72% | 58% | 53% | 67% | 59% | 48% |
| Math Achievement | | | | 81% | 69% | 63% | 85% | 69% | 62% |
| Math Learning Gains | | | | 76% | 66% | 62% | 77% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 69% | 55% | 51% | 87% | 55% | 47% |
| Science Achievement | | | | 86% | 55% | 53% | 92% | 58% | 55% |

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 | 71% | 60% | 11% | 58% | 13% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 70% | 64% | 6% | 58% | 12% |
| Cohort Comparison | | -71% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 88% | 60% | 28% | 56% | 32% |
| Cohort Comparison | | -70% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 70% | 67% | 3% | 62% | 8% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 73% | 69% | 4% | 64% | 9% |
| Cohort Comparison | | -70% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 95% | 65% | 30% | 60% | 35% |
| Cohort Comparison | | -73% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 85% | 53% | 32% | 53% | 32% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

Royal Palm Elementary utilized i-Ready as the progress monitoring tool for both Reading and Mathematics. For Science, the District Baseline and Mid-Year Assessments were used to monitor progress for our 5th grade students.

| Grade 1 | | | | |
|----------------------------|----------------------|-----------------------|--------------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| | | English Language Arts | All Students | 24.1 |
| Economically Disadvantaged | 24.5 | | 43.4 | 62.3 |
| Students With Disabilities | 14.3 | | 28.6 | 42.9 |
| English Language Learners | 37.5 | | 12.5 | 37.5 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| | | Mathematics | All Students | 24.1 |
| Economically Disadvantaged | 22.6 | | 26.4 | 56.6 |
| Students With Disabilities | 0 | | 28.6 | 42.9 |
| English Language Learners | 0 | | 25 | 37.5 |
| | | | | |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 34.8 | 53.8 | 65.2 |
| | Economically Disadvantaged | 34.4 | 53.3 | 65.6 |
| | Students With Disabilities | 25 | 25 | 25 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 29 | 36.9 | 51.5 |
| | Economically Disadvantaged | 28.1 | 36.7 | 52.5 |
| | Students With Disabilities | 25 | 12.5 | 12.5 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 43.9 | 71.9 | 75.4 |
| | Economically Disadvantaged | 44.2 | 73.1 | 75 |
| | Students With Disabilities | 16.7 | 16.7 | 33.3 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 26.3 | 54.4 | 75.4 |
| | Economically Disadvantaged | 25 | 53.8 | 75 |
| | Students With Disabilities | 0 | 0 | 33.3 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 37.9 | 56.8 | 63.6 |
| | Economically Disadvantaged | 34.2 | 54.1 | 62.2 |
| | Students With Disabilities | 25 | 41.7 | 33.3 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 29.9 | 52.9 | 76.1 |
| | Economically Disadvantaged | 26 | 49.3 | 71.6 |
| | Students With Disabilities | 25 | 41.7 | 50 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 40.7 | 60.4 | 65.9 |
| | Economically Disadvantaged | 38.3 | 60.5 | 65.4 |
| | Students With Disabilities | 21.4 | 21.4 | 42.9 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 34.1 | 54.9 | 67 |
| | Economically Disadvantaged | 30.9 | 51.9 | 63 |
| | Students With Disabilities | 0 | 14.3 | 28.6 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 0 | 77 | 0 |
| | Economically Disadvantaged | 0 | 75 | 0 |
| | Students With Disabilities | 0 | 50 | 0 |
| | English Language Learners | 0 | 58 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

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 | 40 | 58 | | 40 | 58 | | 55 | | | | |
| ELL | 73 | 63 | 53 | 61 | 53 | 39 | 58 | | | | |
| HSP | 72 | 64 | 48 | 63 | 48 | 35 | 55 | | | | |
| FRL | 70 | 61 | 48 | 60 | 46 | 38 | 53 | | | | |
| 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 | 66 | 87 | | 66 | 74 | 71 | 100 | | | | |
| ELL | 73 | 75 | 77 | 78 | 79 | 73 | 86 | | | | |
| HSP | 77 | 73 | 72 | 81 | 76 | 69 | 86 | | | | |
| FRL | 75 | 71 | 72 | 80 | 75 | 69 | 86 | | | | |
| 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 | 58 | 65 | 60 | 70 | 77 | 94 | 100 | | | | |
| ELL | 70 | 70 | 68 | 79 | 65 | 83 | 90 | | | | |
| HSP | 79 | 68 | 69 | 85 | 77 | 86 | 92 | | | | |
| FRL | 78 | 66 | 69 | 84 | 75 | 86 | 91 | | | | |

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 | 56 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 54 |
| Total Points Earned for the Federal Index | 446 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 52 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |

| Students With Disabilities | |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 57 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 55 |
| 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 | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 54 |
| 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?

2019 Data Findings:

Even though there was a decrease in proficiency levels for ELA, Mathematics, and Science, the school to district comparison indicate that Royal Palm Elementary is performing above the District in both ELA, Mathematics, and Science.

When comparing school data from 2019 to 2018, there was a decrease in ELA proficiency from 79% to 77%, in Mathematics from 85% to 81%, and 92% to 86% in Science.

ELA Subgroups Achievement increased for SWD from 58% to 66%, There was a decrease in ED and Hispanic subgroups. ELL Achievement was neutral.

All ELA Subgroups Learning Gains increased from 2018 to 2019

All ELA Subgroups Learning Gains L25 also increased from 2018 to 2019.

All Mathematics Subgroups Achievement decreased from 2018 to 2019.

All Mathematics Subgroups Learning Gains decreased except for ELL which increased from 68% to 79%.

All Mathematics Subgroups Learning Gains L25 also decreased from 2018 to 2019.

All Science Subgroups Achievement decreased except for SWD which maintained 100% proficiency.

2021 Data Findings:

There was a decrease in proficiency levels for ELA, Mathematics, and Science when comparing the 2019 school data to the 2021 raw school data.

When comparing school data from 2021 to 2019, there was a decrease in ELA proficiency from 77% to 72%, in Mathematics from 81% to 64%, and Science from 86% to 55%. Learning Gains in both ELA and Mathematics also decreased including L25.

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

2019 Data Findings:

The majority of our Mathematics Subgroups Learning Gains L25 decreased by at least 12 percentage points,

ELL decreased by 12 percentage points, Economically Disadvantaged decreased by 17 percentage points, Hispanics decreased by 17 percentage y 5 percentage points, and SWD decreased by 23

percentage points.

2021 Data Findings:

The ELA and Mathematics Learning Gains for students including L25 decreased.

ELA Learning Gains decreased from 74% to 65%

ELA L25 Learning Gains decreased from 72% to 50%

Mathematics Learning Gains decreased from 76% to 48%

Mathematics L25 Learning Gains decreased from 69% to 38%

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

2019 Data Findings:

Our school has focused on implementing standards-based instruction across all grade levels. In Mathematics, we will continue to support our teachers and incorporate data-driven instruction to help meet the needs of our L25 group. We will continue to develop teachers providing them with strategies to differentiate instruction for our lowest performing students.

2021 Data Findings:

Our school has focused on implementing standards-based instruction across all grade levels. In ELA, we will continue to support teachers as they utilize a new reading and intervention program based on the B.E.S.T. Standards. Targeted differentiated instruction based on data findings will be utilized to address student needs. In Mathematics, we will continue to support our teachers and provide professional development to help them meet the needs of the students, utilize the various technological resources to build mathematics proficiency, and use data from Topic Assessments to target deficiencies.

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

2019 Data Findings:

The majority of our ELA Subgroups Learning Gains increased by at least 5 percentage points. ELL, Economically Disadvantaged, and Hispanic Subgroup increased by 5 percentage points. SWD increased by 22 percentage points.

2021 Data Findings:

Even though Royal Palm Elementary decreased in proficiency, ELA proficiency decreased the least overall as a school, and within our 3rd and 4th graders. The 2021 3rd Grade Proficiency was 66%, a 5% decrease from 2019. The 2021 4th Grade Proficiency was 67%, a 3% decrease from 2019.

Our Mathematics proficiency in 3rd Grade increased from 70% in 2019 to 73% in 2021.

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

2019 Data Findings:

Teachers were able to collaboratively plan in each grade level, increased training on interpreting I-Ready data, tracking i-Ready usage and pass rate, and targeted Differentiated Instruction during small group across all grade levels.

2021 Data Findings:

ELA teachers were able to collaboratively plan, developed targeted lessons to address standards, use i-Ready data to monitor progress, and provide differentiated instruction to address student needs.

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

In order to accelerate learning in Royal Palm Elementary, teachers will utilize Data Driven Instruction, Differentiated Instruction, Standards-Based Instruction and Planning, Interventions-Response to Intervention, Mindfulness, Social Emotional Learning, and Technology Integration. By implementing these strategies, we anticipate to accelerate learning and increase our proficiency in all core subjects.

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.

The PLST will develop professional development to share Technology Integration and Resources along with Mindfulness activities during August 2021. Additional support and whole group sessions focused on Data Driven Instruction and Differentiated Instruction will be developed for the October 2021 Professional Development Day. Throughout the school year, the PLST will survey teachers to create sessions to address specific needs on Standards-Based Instruction and Interventions.

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

Collaborative Planning will be scheduled weekly. Members of the Leadership Team will rotate during the meetings to provide support during the planning sessions and address any needs teachers may have. S.T.E.A.M. Committee will be providing resources to teachers in an effort to increase proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Based on the data review, Royal Palm Elementary will augment the Professional Learning opportunities to faculty and staff. We selected the overarching area of Professional Learning based on our findings that demonstrated decreasing proficiency levels in both Reading and Mathematics. With the shift from Florida Standards to B.E.S.T. Standards, a new reading series, and additional technology programs, it is evident we need to provide our instructional staff with the knowledge, strategies, and tools to engage students in all academic areas. Our 2021 Data Findings indicate a decrease in proficiency levels for ELA, Mathematics, and Science when comparing the 2019 school data to the 2021 raw school data. When comparing school data from 2021 to 2019, there was a decrease in ELA proficiency from 77% to 72%, in Mathematics from 81% to 64%, and Science from 86% to 55%. Learning Gains in both ELA and Mathematics also decreased including L25.

Measurable Outcome: If we successfully implement focused Professional Learning in Reading and Mathematics, then our proficiency levels will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct a survey to prioritize topics of Professional Learning. After each Professional Development Session, the administration will conduct walkthroughs to ensure teachers are implementing strategies and best practices from the PD Sessions. Quarterly Data Chats will be conducted to adjust groups, discuss specific strategies for each group, and reflect on teaching practices.

Person responsible for monitoring outcome: Marta Garcia (pr4761@dadeschools.net)

Evidence-based Strategy: Job-embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Rationale for Evidence-based Strategy: Effective Curriculum and Resource Utilization will ensure that teachers are using the resources available through the district in an effort to target student learning and increase proficiency. Teachers will make adjustments to their plans, instruction, and delivery based on the specific needs of their students.

Action Steps to Implement

8/31-10/11 - Our ELA, Mathematics, and Science liaisons will provide informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

8/31-10/11 - Our Leadership Team will provide teachers training on how to access and utilize resources in their classrooms in an effort to target faculty needs on a monthly basis.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

8/31-10/11- Our Leadership Team will Identify model classrooms as a support for implementing these resources and Differentiated Instruction in Reading and Mathematics. As needed, the administration will provide teachers opportunities to visit classrooms to observe best practices.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

8/31-10/11 - The Leadership Team will provide one to one support for teachers who may need additional assistance implementing Differentiated Instruction and/or the utilization of resources available for ELA, Mathematics, and Science instruction as needed.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

11/1-12/17 - During faculty and grade level meetings, continue to share best practices on instructional strategies as well as resources that target faculty and student needs.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

11/1-12/17 - Continue to identify model classrooms as support for implementing instructional resources as well as Differentiated Instruction in Reading and Mathematics. The administration will continue to provide teachers opportunities to visit classrooms and observe best practices.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

1/31-4/29 - Continue to share best practices on instructional strategies as well as resources that target faculty and student needs.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

1/31-4/29 - Develop a schedule to provide teachers opportunities to visit model classrooms as support for implementing resources and strategies.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Based on the data review, Royal Palm Elementary will implement the Targeted Element of Student Engagement. We selected the overarching area of Student Engagement based on our findings that demonstrated decreasing proficiency levels in Reading, Mathematics, and Science, especially with Learning Gains and Lowest 25%. With the overall decrease in proficiency in all areas, it is evident we need to increase student engagement by utilizing various teaching strategies, technology integration, and social emotional learning. Our 2021 Data Findings indicate the ELA and Mathematics Learning Gains for students including L25 decreased. ELA Learning Gains decreased from 74% to 65%; ELA L25 Learning Gains; decreased from 72% to 50%; Mathematics Learning Gains decreased from 76% to 48%; Mathematics L25 Learning Gains decreased from 69% to 38%.

Measurable Outcome:

If we successfully implement Student Engagement, then our Learning Gains along with our L25 will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The Administration will conduct walkthroughs to ensure students are actively engaged in their learning. Additionally, lesson plans will document specific activities targeting student needs. During collaborative planning, teachers will shared best practices. Quarterly Data Chats will be conducted to review student progress, determine strengths, and address weaknesses.

Person responsible for monitoring outcome:

Marta Garcia (pr4761@dadeschools.net)

Evidence-based Strategy:

Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically and emotionally.

Rationale for Evidence-based Strategy:

Student-Centered Learning will ensure teachers are using instructional approaches, resources, and strategies that are customized to the student needs. Teachers will monitor progress and make adjustments as needed to ensure student needs are being met.

Action Steps to Implement

8/31-10/11 - Our counselor will provide informational sessions to each grade level on Mindfulness and Social Emotional Learning (SEL) in order to share best practices and resources that will enable teachers to make connections with their students on a monthly basis .

Person Responsible

Melissa Herrero (mherrero@dadeschools.net)

8/31-10/11 - On a weekly basis , our teachers will present learning content using a variety of technology resources including videos, audio, and digital e-books. By utilizing these resources, teachers can create a relevant connections with students and the digital world.

Person Responsible

Marta Garcia (pr4761@dadeschools.net)

8/31-10/11 - Conduct quarterly data chats with students after the AP1 i-Ready Diagnostic and Topic Assessments are completed in order to set growth goals and expectations with students.

Person Responsible

Marta Garcia (pr4761@dadeschools.net)

8/31-10/11 - Implement the "Movers and Shakers" shout out program highlighting classes that not only meet the required time on task for i-Ready but also maintain a pass rate of 75% or higher on a weekly basis.

Person Responsible Jo Ann Blanco (joannblanco@dadeschools.net)

11/1-12/17 - Continue Implementing the "Movers and Shakers" shout out program highlighting classes that not only meet the required time on task for i-Ready but also maintain a pass rate of 75% or higher on a weekly basis. Implement a reward system for classes who are either "Movers and Shakers" or "Movers". Teachers can redeem reward for a class popsicle party.

Person Responsible Jo Ann Blanco (joannblanco@dadeschools.net)

11/1-12/17 - Continue conducting quarterly data chats with students to monitor progress on i-Ready assigned lessons and/or instructional path, as well as, results from Mathematics Topic Assessments.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

1/31-4/29 - Continue Implementing the "Movers and Shakers" shout out program highlighting classes that not only meet the required time on task for i-Ready but also maintain a pass rate of 80% or higher on a weekly basis. Implement a reward system for classes who are either "Movers and Shakers" or "Movers". Teachers can redeem reward for a class popsicle party.

Person Responsible Jo Ann Blanco (joannblanco@dadeschools.net)

1/31-4/29 - Conduct Mid-Year data chats with teachers and continue conducting quarterly data chats with students to monitor progress on i-Ready assigned lessons and/or instructional path, as well as, results from Mathematics Topic Assessments.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

#3. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:

Based on qualitative data from the School Climate Survey, the SIP Survey, and review of the Core Leadership Competencies, Royal Palm Elementary will use the Targeted Element of Walkthroughs. Teachers in the building indicated that 21% receive feedback to improve student outcomes quarterly and/or annually. Therefore, the Leadership Team will develop a strategic plan to provide lesson plan guidance and feedback through the use of walkthroughs. By conducting consistent walkthroughs during collaborative planning and instruction, our teachers will be provided timely feedback as they create targeted data-driven, standards aligned, engaging lessons that will impact student achievement.

Measurable Outcome:

If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided with timely feedback on lesson planning and instructional delivery on a weekly or biweekly basis. The percentage of teachers who receive feedback to improve student outcomes will decrease from quarterly and/or annually to weekly and/or biweekly.

Monitoring:

The Leadership Team will provide faculty and staff opportunities to share best practices during faculty meetings. Additionally, the administration will collaborate with grade levels during their planning time and conduct weekly walkthroughs in an effort to provide timely feedback. By incorporating these initiatives, we hope to increase our Commitment to Students.

Person responsible for monitoring outcome:

Marta Garcia (pr4761@dadeschools.net)

Evidence-based Strategy:

Setting high expectations for students and staff will help to build a culture of trust and responsibility as it conveys confidence in their ability. School leaders can provide opportunities for staff and students to contribute. Provide stakeholders with feedback and make adjustments as necessary to ensure continued success.

Rationale for Evidence-based Strategy:

By providing timely feedback during lesson planning and instructional walkthroughs, our teachers will be able to improve student outcomes and strengthen their commitment to students. This process will impact student achievement and increase learning gains in 2022.

Action Steps to Implement

The administration will create a master schedule providing collaborative planning time for each grade level. This will ensure teachers are utilizing district resources to plan engaging lessons and sharing best practices within their grade level on a weekly basis.

Person Responsible

Jo Ann Blanco (joannblanco@dadeschools.net)

8/31-10/11 - Conduct a preliminary walkthrough in order to collect baseline data, share information during a faculty meeting, and establish expectations and purpose of classroom walkthroughs.

Person Responsible

Marta Garcia (pr4761@dadeschools.net)

8/31-10/11 - Participate in weekly grade level meetings and collaboratively work with teachers to identify the targeted area for effective instruction or guiding principles of learning they want to implement.

Person Responsible

Marta Garcia (pr4761@dadeschools.net)

8/31-10/11 - Provide timely feedback to all stakeholders after weekly classroom walkthroughs to allow teachers to reflect on instructional practices and make adjustments as needed.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

11/1-12/17 - Continue to participate in weekly grade level meetings and collaboratively work with teachers to identify the targeted area for effective instruction or guiding principles of learning they want to implement.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

11/1-12/17 - Continue to provide timely feedback to all stakeholders after weekly classroom walkthroughs to allow teachers to reflect on instructional practices and make adjustments as needed.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

1/31-4/29 - Create a schedule to have administration attend weekly grade level meetings to provide feedback and support to teachers.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

1/31 - 4/29 - Continue to provide timely feedback to all stakeholders after weekly classroom walkthroughs to allow teachers to reflect on instructional practices and make adjustments as needed.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, Royal Palm Elementary will implement the Targeted Element of Student Attendance. Through our data review, we noticed that while the percent of students with 0-5 absences increased from last year, there was an increase in the percent of students with 11+ absences for the 2020-2021 school year. Students with 11-15 absences increased from 8.74% to 9.68%, 16-30 absences increased from 8.1% to 13.98%, and 31+ absences increased from .64% to 1.08%. After further review, the students with excessive absences include students who were not making adequate progress in their grade level, scored below grade level on state assessments, and did not make learning gains. The School Leadership Team recognized the importance to review and revise our Attendance Initiatives in order to ensure attendance is consistent.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance, our students will receive quality education that will positively impact student outcomes. With consistent attendance initiatives and student incentives, the percent of students with 11 or more absences will decrease by 5 percentage points by June 2022.

Monitoring: The Leadership Team will work collaboratively with the school counselor, Community Involvement Specialist, and teachers to identify families who have poor attendance, determine root cause for absences, and develop an action plan to improve daily attendance. The school counselor along with the Mental Health Coordinator from the District and the Mental Health Professional from Nicklaus Children's Hospital will mentor students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will implement a schoolwide attendance plan where teachers will monitor daily attendance and submit names of students on a monthly basis who have negative attendance patterns. On a monthly basis, the Leadership Team will discuss attendance trends and make parental contact if necessary.

Person responsible for monitoring outcome: Marta Garcia (pr4761@dadeschools.net)

Evidence-based Strategy: Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Strategy: By implementing Attendance Initiatives will provide the school the resources and tools to improve daily attendance and reduce the number of students with excessive absences and/or truant during the 2021-2022 school year. The attendance plan and initiatives will provide our school with a systematic approach to identify attendance issues, remediate, and reward students.

Action Steps to Implement

8/31-10/11 - Pull daily attendance reports to monitor classes with perfect attendance and address attendance concerns.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

8/31-10/11 - Monitor daily attendance. Quarterly, recognize and reward students with perfect attendance in an effort to continue students to attend school daily and increase our attendance rate.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

8/31-10/11 - Maintain and increase daily attendance by running monthly attendance reports to flag students with 4, 6, or 8 accumulated absences; send home a parent letter highlighting our attendance policy for students with 4 absences; complete a referral notice to the counselor for students with 6 absences; contact the parent and inform them of policy; complete a referral for administration for students with 8 or more absences; hold a parent conference informing parents of the importance of daily attendance.

Person Responsible Melissa Herrero (mherrero@dadeschools.net)

8/31-10/11 - Conduct daily phone calls when a student has accumulated 10 absences; conduct a Home Visit if necessary, and complete a Truancy Packet when the child accumulates 15 absences.

Person Responsible Melissa Herrero (mherrero@dadeschools.net)

11/1-12/17 - Continue to monitor daily attendance. Pull daily attendance reports to monitor classes with perfect attendance and address attendance concerns. Quarterly, recognize and reward students with perfect attendance in an effort to continue students to attend school daily and increase our attendance rate.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

11/1-12/17 - Continue implementation of Attendance Plan which includes parent letter for 4 absences, counselor referral for 6 absences, and administration referral for 8 absences. Conduct daily phone calls when a student has accumulated 10 absences; conduct a Home Visit if necessary, and complete a Truancy Packet when the child accumulates 15 absences.

Person Responsible Melissa Herrero (mherrero@dadeschools.net)

1/31-4/29 - Continue to review attendance plan with faculty and staff. Begin attendance referrals and conduct attendance review committees as stated in the school/district plan.

Person Responsible Melissa Herrero (mherrero@dadeschools.net)

1/31-4/29 Implement daily review of attendance bulletin. Teachers will review bulletin posted and make any adjustments regarding tardies/absences.

Person Responsible Marta Garcia (pr4761@dadeschools.net)

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.

According to the Safe Schools for Alex Website Information, Royal Palm Elementary reported 0.6 incidents per 100 students in the 2019-2020 school year ranking the school 864 out of 1395. These incidents involved bullying and harassment. There were no property or drug related incidents in the school. Moreover, the school had 0% suspension rate. In these three areas, the school ranked #1 out of 1395. According to 2020-2021 school data, there was less than 1% of referrals school wide. This referral was in 5th grade.

Our school counselor will conduct weekly lessons with students targeting bullying and harassment. Moreover, referrals to the Mental Health Coordinator will be made to help both students who are bullying and/or victims of bullying and/or harassment.

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.

At Royal Palm Elementary, our strengths within School Culture are correlated to the Framework for Effective School Culture. These areas include Relationships, Engaging Learning Environment, Support, Care, and Connections, Physical and Emotional Safety, and Clearly Defined Expectations. Our school creates multiple experiences throughout the school year to engage parents and families. Our Community Involvement Specialist communicates with families offering information and resources to support students. Our teachers have created an environment to engage students, provide ongoing communication and engagement of families, and establish a safe and nurturing learning environment inclusive of positive rules. The administration provides opportunities for Team-Building and Celebrations to ensure our school staff is supported.

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

The stakeholders involved in building a positive school culture and environment are the Principal, the Assistant Principal, Reading Liaison, Mathematics Liaison, Science Liaison, S.T.E.A.M. Liaison, Teacher Leaders, and the Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to any stakeholders' concerns. The Assistant Principal assists in ensuring all information and data

is shared with all stakeholders. Teacher Leaders and Curriculum Liaisons provide updates, strategies, and feedbacks that will impact all stakeholders.

Part V: Budget

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

| | | | |
|---------------|--------|---|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Professional Learning | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Student Engagement | \$0.00 |
| 3 | III.A. | Areas of Focus: Leadership: Walkthroughs | \$0.00 |
| 4 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | \$0.00 |
| Total: | | | \$0.00 |