

Brevard Public Schools

Royal Palm Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Royal Palm Charter School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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"> -Student Performance <ul style="list-style-type: none"> •Set and enforce rigorous standards for student achievement that are in line with the goals of RPCS. •Ensure the academic program meets or exceeds yearly student outcome goals as defined by RPCS Organizational Leadership <ul style="list-style-type: none"> •Develop organizational goals and objectives consistent with the vision and mission of RPCS. •Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. •Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. •Oversee all programs, services, and activities to ensure that program objectives are met. •Ensure compliance with all local, state and federal funding sources. •Manage student enrollment process to ensure that the school achieves its targeted enrollment projections. •Ensure the safety and security of all students, staff, visitors, and property. •Ensure an orderly learning environment. •Ensure appropriate standards of student behavior, performance, and attendance. •Ensure that all disciplinary issues are addressed fairly and immediately. -Instructional Leadership <ul style="list-style-type: none"> •Manage, evaluate and develop a team of teachers. •Work with teachers to constantly assess and improve student achievement results. •Ensure use of effective, research-based teaching methodologies and practices. •Implement data-driven instructional practices and lead discussions about student performance. •Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. •Keep abreast of successful instructional methodologies and practices. •Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Foster culture of professionalism among teachers and staff. •Ensure learning environment and classroom instruction maximizes student

Name	Position Title	Job Duties and Responsibilities
		<p>learning.</p> <ul style="list-style-type: none"> •Monitor progress of all students. •Supervise and mentor all teachers. <p>-Operational Leadership</p> <ul style="list-style-type: none"> •Implement the budget development process with the assistance of the Board of Directors and School Accountant that meets targeted requirements. •Oversee routine facilities maintenance. •Oversee management of school records and resources as necessary. •Ensure compliance of local, state, and federal laws and regulations. <p>-Personnel</p> <ul style="list-style-type: none"> •Recruit, select, and hire school staff, including teachers and school-based support staff. •Continually monitor progress on all measures of school and staff performance. •Administer RPCS approved personnel policies and procedures. •Oversee any and all disciplinary actions. •Provide for adequate supervision, training, and evaluation of all staff and volunteers. •Communicate the vision that supports the school's goals and values. •Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence. <p>6. Community Relations</p> <ul style="list-style-type: none"> •Serve as liaison between teachers, parents, and the community
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"> •Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS. •Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS. •Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. •Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. •Help ensure the safety and security of all students, staff, visitors, and property. •Help ensure an orderly learning environment. •Help ensure appropriate standards of student behavior, performance, and attendance. •Ensure that all disciplinary issues are addressed fairly and immediately. <p>-Instructional Leadership</p> <ul style="list-style-type: none"> •Work with teachers to constantly assess and improve student achievement results. •Help ensure use of effective, research-based teaching methodologies and practices. •Implement data-driven instructional practices and lead discussions about student performance. •Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •Keep abreast of successful instructional methodologies and practices. •Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Monitor progress of all students. •Supervise and mentor all 3rd through 5th grade teachers. •Oversee ESE Coordinator and Teachers
Turbush, Marie	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"> •Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS. •Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS. •Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. •Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. •Help ensure the safety and security of all students, staff, visitors, and property. •Help ensure an orderly learning environment. •Help ensure appropriate standards of student behavior, performance, and attendance. •Ensure that all disciplinary issues are addressed fairly and immediately. <p>-Instructional Leadership</p> <ul style="list-style-type: none"> •Work with teachers to constantly assess and improve student achievement results. •Help ensure use of effective, research-based teaching methodologies and practices. •Implement data-driven instructional practices and lead discussions about student performance. •Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. •Keep abreast of successful instructional methodologies and practices. •Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Monitor progress of all students. •Supervise and mentor all 3rd through 5th grade teachers. •Oversee ESE Coordinator and Teachers
Zeigler, Tonya	Other	<p>Teach weekly Leader in Me lessons in grades K-5</p> <p>Complete all mental health, drug, child abuse etc. instruction as required</p> <p>Provide guidance services to students as needed</p> <p>Weekly small group social groups</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Administrators reviewed benchmark scores with Parents as Leaders (PAL) and the Board of Directors and asked for feedback. Teachers met with administrators to review grade level and class data and provided feedback and suggestions for SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored and reviewed at least after each Progress Monitoring (PM) assessment. The administrative team will meet and review student data.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	45%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	0	3	4	0	0	1	0	0	11	
One or more suspensions	1	2	2	5	5	12	3	1	1	32	
Course failure in English Language Arts (ELA)	0	0	0	1	1	0	0	0	1	3	
Course failure in Math	1	1	0	0	0	0	0	0	0	2	
Level 1 on statewide ELA assessment	4	2	3	2	2	4	10	4	9	40	
Level 1 on statewide Math assessment	3	4	2	6	2	2	12	1	6	38	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	1	2	2	1	1	9	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	1	1	2	6	1	6	17	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	2	3	6	1	3	1	0	4	3	23	
One or more suspensions	1	1	1	3	0	3	1	0	3	13	
Course failure in ELA	0	0	0	0	0	1	0	0	1	2	
Course failure in Math	0	0	0	0	0	1	0	0	2	3	
Level 1 on statewide ELA assessment	0	0	0	2	6	7	8	9	6	38	
Level 1 on statewide Math assessment	0	0	0	7	10	10	10	6	6	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	2	2	2	0	0	0	0	0	9	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	1	1	1	6	6	3	2	22

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	2	3	6	1	3	1	0	4	3	23	
One or more suspensions	1	1	1	3	0	3	1	0	3	13	
Course failure in ELA	0	0	0	0	0	1	0	0	1	2	
Course failure in Math	0	0	0	0	0	1	0	0	2	3	
Level 1 on statewide ELA assessment	0	0	0	2	6	7	8	9	6	38	
Level 1 on statewide Math assessment	0	0	0	7	10	10	10	6	6	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	2	2	2	0	0	0	0	0	9	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	1	1	1	6	6	3	2	22

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	58	53	53	63	55	55		
ELA Learning Gains				51			56		
ELA Lowest 25th Percentile				50			52		
Math Achievement*	58	62	55	59	40	42	46		
Math Learning Gains				69			46		
Math Lowest 25th Percentile				58			26		
Science Achievement*	50	61	52	55	64	54	39		
Social Studies Achievement*	76	72	68	73	61	59	81		
Middle School Acceleration	7	70	70	23	51	51	6		
Graduation Rate		87	74		62	50			
College and Career Acceleration		75	53		76	70			
ELP Progress		47	55		68	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	287
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL				
AMI				
ASN				
BLK	65			
HSP	37	Yes	1	
MUL	47			
PAC				
WHT	51			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	2	
ELL	55			
AMI				
ASN				
BLK	52			
HSP	52			
MUL	57			
PAC				
WHT	59			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			58			50	76	7			
SWD	22			47			25				3	
ELL												
AMI												
ASN												
BLK	51			62			57	90			4	
HSP	41			38			33				3	
MUL	38			56							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	46			62			54	80	10		6	
FRL	39			47			39	76	8		6	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	51	50	59	69	58	55	73	23			
SWD	18	54	63	35	57		10					
ELL		50			60							
AMI												
ASN												
BLK	52	53	42	50	68	61	40					
HSP	43	52		50	61							
MUL	50	45		50	82							
PAC												
WHT	56	51	61	66	72	42	63	92	24			
FRL	50	53	48	56	69	61	52	68	23			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	56	52	46	46	26	39	81	6			
SWD	34	46	25	26	29		27					
ELL												
AMI												
ASN												
BLK	50	51	64	41	44	36	29					
HSP	61	54		48	46							
MUL	54	60		38	30							
PAC												
WHT	56	57	35	48	48	27	43	87				
FRL	52	53	50	40	42	30	37	76	8			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	59%	-14%	54%	-9%
07	2023 - Spring	29%	53%	-24%	47%	-18%
08	2023 - Spring	63%	52%	11%	47%	16%
04	2023 - Spring	39%	61%	-22%	58%	-19%
06	2023 - Spring	50%	61%	-11%	47%	3%
03	2023 - Spring	51%	56%	-5%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	67%	-4%	54%	9%
07	2023 - Spring	57%	58%	-1%	48%	9%
03	2023 - Spring	51%	60%	-9%	59%	-8%
04	2023 - Spring	71%	61%	10%	61%	10%
08	2023 - Spring	83%	38%	45%	55%	28%
05	2023 - Spring	55%	55%	0%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	53%	48%	5%	44%	9%
05	2023 - Spring	45%	57%	-12%	51%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	51%	*	50%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	69%	5%	66%	8%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

While our overall Math achievement increased from 59% in 2022 to 63% in 2023, our overall English Language Arts (ELA) achievement decreased significantly from 2022 (53%) to 2023 (46%), with the lowest performing grades being 4th and 7th grade. In addition to the overall ELA performance decrease, our Students with Disabilities (SWD) continue to show a decline from 34% to 18% achievement. This seems to be a trend since this is the second year where SWD achievement is below the Federal Index.

The major contributing factor to last year's low performance in the area of ELA is the lack foundational skills as students enter the intermediate grades. In addition, grade level expectations for specific standards, specifically Reading Prose and Poetry, required more clarifications due to the complexity of the questions. The trend was found that this was a standard where students across grade levels struggled with mastery. Therefore, an emphasis on poetry and prose will be implemented from our primary grades through middle school.

While math performance increased, the overall proficiency is not where we would like for it to be. Overall school math achievement was at 59%. We found that across grade levels, geometric reasoning and measurement was the area which showed the lowest performance.

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

The greatest area of decline continues to be English Language Arts Achievement. Our overall achievement decreased from 53% to 46%. This is lower than the state (56%) and the district (57%). In 4th grade, there was a 22% decrease from the district average and a 19% decrease from the state. This shows there is a clear need to address the gap in foundational skills as well as address the lack of progress in the strand of prose and poetry.

The factors that contributed to this decline in ELA are the lack of foundational skills, especially in the area of phonemic awareness, phonics, and vocabulary which directly impacts students' ability to comprehend and relate to text. Students also need to have more exposure to prose and poetry as it relates to their content area studies throughout the year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was our English Language Arts (ELA) performance in our intermediate grades, specifically 4th and 7th grade ELA. 4th grade proficiency was 39% while state proficiency was 58%, this was a difference of 19%. While there

was a continuous progress and a small increase in gains from PM 1 to PM 3, not enough progress was noted. 7th grade proficiency was 29% while state proficiency was 47%. This is a difference of 18%.

The factors that contributed to this gap in the lower elementary grades are the lack of foundational reading skills as well as not enough sustained focus and data analysis on student achievement and differentiated instruction in the way of small groups for ELA.

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

The data component that showed the most improvement was the area of Math achievement, specifically in the area of math learning gains.

While ELA achievement decreased, it is important to note that our ELA lowest 25th percentile did show growth from 33% to 50%.

Science achievement also increased from 35% to 55%.

The actions our school took in these area were our use of updated curriculum aligned to BEST standards, continued use of MAPS diagnostic/benchmark assessments to plan instruction accordingly and the use of Edgenuity software individualized for each based on diagnostic assessment results, as well as the continued use of STEMscopes curriculum materials for 4th - 8th grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reflecting on the EWS data, the major areas of concern are student attendance and the percentage of students with a level 1 on FAST ELA.

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

Our highest priorities for school improvement for 2023 - 2024 are as follows:

- K-8 reading instruction focusing on teaching reading skills across all subject areas
- Achievement on FAST Math
- Achievement on FAST Reading
- Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities (SWD) continue to show a decline from 34% to 18% achievement. This seems to be a trend since this is the second year where SWD achievement is below the Federal Index (40).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal for the percentage of students with disabilities showing learning gains is 75% and we would like to increase to at least 50% achievement in ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student progress will be monitored after each Progress Monitoring assessment by the ESE team and progress will be discussed with teachers at the monthly Data Team Meetings.

Person responsible for monitoring outcome:

Marie Turbush (marie.turbush@royalpalmcharter.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ESE teachers will provide direct instruction to fill gaps based on assessments.

ESE teachers and classroom teachers will provide scaffolded instruction.

ESE teachers will utilize SRA specific skill books, vocabulary strategies, graphic organizers, and feedback to support student learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Along with Tier 1 instruction, students with disabilities will receive individualized instruction to support closing the achievement gap. These strategies have been shown to be successful.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

While overall student achievement did increase, we found that across grade levels, geometric reasoning and measurement was the area that showed the lowest performance.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student proficiency will increase 5% overall.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will monitor student progress with Freckle skills regularly. Students not making gaps will be brought to monthly data team meetings.

Student progress will be monitored after each FAST PM assessment and discussed with the administrative team.

Person responsible for monitoring outcome:

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school will teach with fidelity the Go Math curriculum.

The school will utilize the Renaissance STAR program to assess students and analyze gaps and resources to create personalized programs through Freckle and focused intervention groups.

The school will utilize the Heinemann Do the Math curriculum in small groups in order to remediate based on individualized needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Go Math curriculum provides direct instruction aligned with the Florida Standards.

Renaissance STAR combined with Freckle 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 Do the Math Curriculum is research-based materials that support student growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The factors that contributed to this decline in ELA are the lack of foundational skills, especially in the area of phonemic awareness, phonics, and vocabulary, which directly impact students' ability to comprehend and relate to text. Students also need to have more exposure to prose and poetry as it relates to their content area studies throughout the year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student achievement will increase from 46% to at least 55%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through ongoing progress monitoring through:

FAST Testing

STAR diagnostic testing in ELA (3 times yearly)

Freckle Standards Mastery

Person responsible for monitoring outcome:

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Overall, Tier 1 ELA performance will improve through implementation of the following strategies:

The school will continue to utilize an approved Reading Curriculum, CKLA (K-5), and Amplify ELA (6-8).

The school will utilize the STAR program in order to assess students and analyze gaps and resources to create personalized programs through Freckle as well as focused intervention groups.

The school will utilize LLI (3-8) and Guided Mastery curriculum (3-8) as supplemental resources to provide additional support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The CKLA and Amplify ELA curriculum provides direct instruction aligned with the BEST Standards.

STAR diagnostic combined with Freckle practice can pinpoint students' gaps and provide 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 LLI and Guided Master programs are research-based materials that support student remediation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The school will focus on socio-emotional learning using 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.

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.

Research shows that schools that implement the Leader in Me program have an increase in overall student attendance, an area of concern based on the Early Warning Indicators.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students with attendance concerns (attending less than 90%) will decrease by 25% by the end of the school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

On a monthly basis, the Principal will run attendance reports and send parent notification letters, and attendance meetings will be held as needed with the administrative team.

Person responsible for monitoring outcome:

Shannon Sviben (shannon.sviben@royalpalmcharter.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Leader in Me is a CASEL SElect program and a comprehensive, evidence-based PK-12 model. Leader in Me is designed to build resilience and leadership in students, create a high-trust culture, and help improve academic achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was chosen because this program has proven success in positively affecting student attendance as well as many other benefits.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Renew Covey subscription

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

By When: July 1, 2023

Train new staff on the 7 Habits of Highly Effective leaders

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

By When: August 1, 2023

Train all staff on empowering students

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

By When: August 1, 2023

Implement Weekly Leadership classes

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

By When: July 18, 2023

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100		6509 - Royal Palm Charter School	General Fund		\$11,000.00
			Notes: Renaissance Suite			
3	III.B.	Area of Focus: Instructional Practice: ELA				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100		6509 - Royal Palm Charter School	General Fund		\$11,000.00
			Notes: Renaissance Suite			
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100		6509 - Royal Palm Charter School	General Fund		\$25,000.00
			Notes: Franklin Covey LIM membership			

			6509 - Royal Palm Charter School			\$0.00
Total:						\$47,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No