Royal Palm Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Royal Palm Elementary School

4200 SW 112TH CT, Miami, FL 33165

http://rpalm.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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 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, 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
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/RtI by conducting assessment of MTSS/RtI skills of school staff and collecting documentation. Moreover, the principal provides adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
	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.
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.
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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		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.
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.
Malespin, Lelys	Teacher, K-12	Ms. Malespin is a member of our Professional Learning Support Team serving as our Professional Development (P.D.) Liaison. 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 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.
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

Name	Position Title	Job Duties and Responsibilities
		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.
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, K-12	Ms. Lazo is our ESE Chairperson. She coordinates Annual or Interim Individual Education Plan (IEP). 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.

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.

The School Leadership Team meets periodically to discuss areas of concerns and action plan to address needs. The SLT will then share information with the faculty and staff. Afterwards, information is presented to the Educational Excellence School Advisory Committee (EESAC). The Educational Excellence Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

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 administration conducts classroom walkthroughs, analyzes student progress through weekly and topic assessments, and collaborates with grade levels during common planning. Additionally, data is analyzed and discussed during faculty and EESAC meetings. Data is shared quarterly and reviewed at the EESAC meetings. Once data is reviewed, the SLT determines which action steps are working and identify if adjustments need to be made in order to meet our SIP goals.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	1	7	10	7	2	11	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	2	2	0	0	0	0	0	5
Course failure in Math	0	1	2	1	1	1	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	0	17	16	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	0	7	10	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	11	26	13	26	23	0	0	0	102
	0	0	0	0	0	0	0	0	0	

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	1	2	2	2	6	8	0	0	0	21

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	5	2	2	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	18	29	2	8	8	9	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	1	2	0	0	0	4
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	11	8	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	1	10	7	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	2	0	0	1	8	7	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	4	3	0	1	0	0	0	0	0	8
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	8	12	5	2	11	6	0	0	0	44
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	1	1	0	0	0	0	0	0	2
Course failure in Math	0	3	0	1	1	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	17	16	6	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	7	10	9	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	2	1	6	8	5	0	0	0	23

The number of students identified retained:

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

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*	69	60	53	73	62	56	72		
ELA Learning Gains				81			65		
ELA Lowest 25th Percentile				65			50		
Math Achievement*	81	66	59	71	58	50	64		
Math Learning Gains				70			48		
Math Lowest 25th Percentile				58			38		
Science Achievement*	81	58	54	80	64	59	55		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	57	63	59	62			54		

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)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	8
Percent Tested	100
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	45			
ELL	71			
AMI				
ASN				
BLK				
HSP	71			
MUL				
PAC				
WHT				
FRL	73			

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	44			
ELL	68			
AMI				
ASN				
BLK				
HSP	70			
MUL				
PAC				
WHT				
FRL	69			

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	69			81			81					57
SWD	39			67							4	32
ELL	67			81			86				5	57
AMI												
ASN												
BLK												
HSP	68			80			81				5	57
MUL												
PAC												
WHT												
FRL	70			80			83				5	58

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	73	81	65	71	70	58	80					62
SWD	41	39	27	41	61	36	60					46
ELL	72	82	61	68	67	59	75					62
AMI												
ASN												
BLK												
HSP	73	81	65	70	69	58	81					62
MUL												
PAC												
WHT												
FRL	72	81	66	70	69	56	77					62

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	72	65	50	64	48	38	55					54
SWD	40	58		40	58		55					58
ELL	73	63	53	61	53	39	58					54
AMI												
ASN												
BLK												
HSP	72	64	48	63	48	35	55					54
MUL												
PAC												
WHT												
FRL	70	61	48	60	46	38	53					55

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	74%	56%	18%	54%	20%
04	2023 - Spring	62%	58%	4%	58%	4%
03	2023 - Spring	57%	52%	5%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	79%	63%	16%	59%	20%
04	2023 - Spring	78%	64%	14%	61%	17%
05	2023 - Spring	75%	58%	17%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	50%	24%	51%	23%

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.

Based on the 2023 FAST Data Analysis, our lowest performance area was ELA Reading with about 70% of our 3rd-5th grade students achieving a level 3 or higher. ELA Reading showed a decline of 3% when compared to 2022. Moreover, students in grades 4 and 5 also showed a decrease in proficiency when compared to 2022. Fourth Grade decreased from 73% to 62%, and 5th grade decreased from 86% to 74%. Students are still showing a deficiency in foundational skills in ELA, and there has been an increase in ELL students as well as ESE students in those grades.

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

We showed a decline in ELA Reading and Science. While our science scores were still high when compared to the district and the state, we showed a 6% decrease when compared to 2022. Reading showed a decrease of 3% when compared to 2022. Our school experienced an influx of ELL students. Additionally, we had a large population of ESE students in grades 3-5.

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.

Our school scored at or above the state average in all areas of mathematics, reading, and science. However, we were very close to the state average when it came to students in 3rd and 4th grade who scored a level 1 in reading. We had a large group of ESE students in both 3rd and 4th grade, as well as an influx of ELL students.

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

Based on the 2023 FAST Data Analysis, mathematics showed the greatest improvement as it has been an area of focus for the past few years. Additional resources such as IXL and Reflex were used to bridge the deficiency gap. Teachers were provided with training for the new mathematics series and the B.E.S.T. standards. Hourly teachers were used to provide support in the mathematics classroom.

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

While attendance has improved, there is still room for growth. We need to decrease the number of students who have over 16+ absences.

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

Differentiated Instruction.
Coaching in Reading.
Increasing proficiency in Science.
Student Attendance
Faculty Attendance

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

#1. Instructional Practice specifically relating to Differentiation

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.

According to the 2023 FAST PM3 data, our lowest performance area was ELA Reading with 70% of our 3rd-5th grade students achieving a level 3 or higher. While our school scored above the District Average of 51%, our ELA Reading showed a decline of 3% when compared to 2022. Moreover, students in grades 4 and 5 also showed a decrease in proficiency when compared to 2022. Fourth Grade decreased from 73% to 62%, and 5th grade decreased from 86% to 74%. Students are still showing a deficiency in foundational skills in ELA, and there has been an increase in ELL students as well as ESE students in those grades. Based on the data and the identified contributing factors of high number of Level 1 ESOL students and ESE students, Royal Palm Elementary will implement the Targeted Element of Differentiated Instruction. It is evident we need to increase student engagement by utilizing various teaching strategies, technology integration, and differentiated instruction.

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

With the implementation of Differentiated Instruction, an additional 10% of our students in grades 3-5 will score at grade level or above in the area of ELA as evidenced by the FAST ELA PM3 given in May 2024.

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

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 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.)

Within the Targeted Element of Instructional Practice, our school will focus on the evidence-based strategy of Differentiation. This strategy for effective teaching involves providing different students with targeted lessons to help bridge achievement gaps. Teachers use data to drive instruction so all students can learn effectively. Differentiation will assist in obtaining learning gains from all students especially the L25. Student scores and progress will be reviewed quarterly to ensure progress is being made towards our goal.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiation 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. Data from ELA Weekly Assessments, Progress Monitoring, i-Ready, and
F.A.S.T. Assessments will be reviewed as it becomes available.

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.

Provide K-5 teachers training on F.A.S.T., i-Ready, and Performance Matters. This includes reports, tools, and resources available through Toolbox and District Pacing Guides. Additionally, the benefits of differentiating instruction in both Reading and Mathematics will be discussed. As a result, teachers will create a data binder.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

Provide teachers with best practices on Differentiated Instruction that will strengthen their abilities to target instruction. Faculty will use grouping
templates to create DI groups and select targeted area of instruction in order to develop specific lessons. As a result, teachers will have flexible grouping charts for Differentiated Instruction.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

Teachers will create differentiated instructional groups based on the results from the F.A.S.T. Assessment, i-Ready AP2 and AP1 Diagnostic, and other data points available. As a result, teachers will have flexible groups and targeted lessons plans for each.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

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. As a result, teachers will highlight individual students in their classrooms who meet the criteria.

Person Responsible: [no one identified]

By When: 9/29/2023

#2. Instructional Practice specifically relating to Science

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.

According to the 2023 Florida Science Assessment, 74% of our students scored at or above grade level when compared to 80% in to 2022. While our science scores were high when compared to the state and the district, our students are showing a deficiency in specific skills for Science. There has been an increase in ELL students as well as ESE students in 5th grade. Based on the data and the identified contributing factors of high number of Level 1 ESOL students and ESE students, Royal Palm Elementary will implement the Target Element of Science through Data Driven Instruction. This will allow teachers to use student performance data to inform instructional planning and delivery. Data-Driven Instruction will allow teachers to target specific standards throughout the year based on data.

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

With the implementation of the Data Driven Instruction in Science, an additional 10% of our students in 5th grade will score at or above grade level in the area of Science as evidenced by the 2024 Florida Science Assessment given in May 2024.

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

The administration will conduct walkthroughs to ensure teachers are implementing strategies and best practices from the data chat sessions. Quarterly Data Chats will be conducted to adjust groups, discuss specific strategies for each group, and reflect on teaching practices. 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 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.)

Within the Instructional Practice relating to Science, Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. Moreover, teachers will participate in targeted professional development, collegial planning, and sharing of best practices to ensure
teaching techniques and strategies are aligned to the Science Standards. Teachers will meet on a weekly basis with their grade level and/or department to develop targeted lessons focused on the standards. Implementation of Data Driven Instruction will be monitored through weekly lesson plans and daily walkthroughs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementation of the Science Standards and Data Driven Instruction 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.

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.

Our Science liaison will provide informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis. As a result, teachers will implement activities aligned to the Science Standards.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

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. As a result, teachers will utilize resources to engage students and address Science Standards.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

Our Leadership Team will Identify model classrooms as a support for implementing these resources and Data-Driven Instruction in Science. As needed, the administration will provide teachers opportunities to visit classrooms to observe best practices. As a result, teachers will develop collaborative relationships to enhance instructional practices.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

The Leadership Team will provide one to one support for teachers who may need additional assistance implementing Data Driven Instruction and/or the utilization of resources available for Science instruction as needed. As a
result, teachers will develop a stronger understanding of Science Standards and Data-Driven Instruction.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

#3. Positive Culture and Environment specifically relating to Teacher Attendance

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.

According to the 2023 Data Findings for Staff Attendance, there was an increase in teacher absences for the 2022-2023 school year. Through our data review, we noticed that the percent of teachers with perfect attendance decreased from 8% in 2021-2022 to 3% in 2022-2023. Teachers with 0.5-5 absences increased from 22% to 33%. Teachers with 5.5 -10 absences increased from 22% to 28%. Teachers with 10.5+ absences increased from 30% to 36%. It is evident that teachers were taking more sick and personal days than in previous years. Additionally, when teachers are out of the classroom, learning is minimized. Based on the data and the identified contributing factors, we will implement the Targeted Element of Staff Attendance, and review and revise our Staff Attendance Initiatives in order to ensure teachers are in school so we can ultimately improve student learning.

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

With the implementation of Staff Attendance Initiatives, the percent of teachers with 5.5 to 10 absences will decrease by 5 percentage points by June 2024.

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

The Leadership Team will work collaboratively with the Substitute Locator, Secretary/Treasurer, and teachers to identify attendance patterns and develop an action plan to improve staff attendance. The Leadership Team will implement an Attendance Initiative Plan where the administration will monitor teacher attendance and reward them on a monthly basis.

Person responsible for monitoring outcome:

Marta Garcia (pr4761@dadeschools.net)

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.)

Our Staff Attendance Initiative is centered around Celebrating Successes. This is when staff accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps faculty to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By implementing Staff Attendance Initiatives, the school will have a systematic approach to identify issues and reward faculty attendance. Teachers will be rewarded throughout the year for demonstrating positive attendance behaviors. When teachers are present, they are making a difference in student learning.

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.

Create weekly report to monitor teacher attendance. As a result, administration will identify teachers with perfect attendance.

Person Responsible: [no one identified]

By When: 9/29/2023

Monitor monthly attendance to create a reward system. As a result, monthly recognize teachers with perfect attendance in an effort to increase staff attendance.

Person Responsible: [no one identified]

By When: 9/29/2023

Maintain and increase daily staff attendance by creating a team attendance competitions among grade levels. As a result, month recognize teams with the highest attendance rate.

Person Responsible: [no one identified]

By When: 9/29/2023

Analyze staff attendance data to identify trends. As a result, approach areas proactively to decrease the number of days teachers are absent.

Person Responsible: [no one identified]

By When: 9/29/2023

#4. Positive Culture and Environment specifically relating to Other

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.

According to the 2023 Data Findings for Student Attendance, there was a neutral change in student absences for the 2022-2023 school year. Through our data review, we noticed the percent of students with 0-5 absences decreased from 37% in 2021-2022 to 34% in 2022-2023. Additionally, there was no change in students with 6-10 and 16-20 absences. Students with 6-10 and 16-20 absences remained the same at 28% and 20% respectively. Moreover, there was a minimal decrease in students with 11-15 absences with 14% in 2022-2023 when compared to 15% in 2021-2022. Students with 30+ absences decreased from 3% to 1%. Moreover, we noticed that the percent of students with 16-20 absences (20%) was higher when compared to other Tier 1 schools (17%). 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. Based on the data and the identified contributing factors, we will implement the Targeted Element of Student Attendance and review and revise our Attendance Initiatives in order to ensure attendance is consistent.

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

With the implementation of the Targeted Element of Student Attendance, the percent of students with 16-30 absences will decrease by 5 percentage points by June 2024.

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

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 the attendance clerk will monitor daily attendance and call families of students who are absent. Once a child is absent 3 times, the Counselor or the CIS will contact families. On a weekly 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 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.)

Within the Area of Focus of Positive Culture and Environment, our school will focus on Target Strategic Attendance Initiatives. This strategy involves 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 Intervention:
Explain the rationale for selecting this specific strategy.

By implementing Attendance Initiatives, the school will have the resources and tools to improve daily attendance and reduce the number of students with excessive absences and/or truant during the 2023-2024 school year. The attendance plan and initiatives will provide our school with a systematic approach to identify attendance issues, remediate, and reward students.

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.

Pull daily attendance reports to monitor attendance and address concerns. As a result, teachers and counselors will identify students who may need attendance intervention.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

Monitor daily attendance to create a reward system. As a result, students with perfect attendance will be recognized and rewarded. This incentive program will motivate students to attend attend school daily and increase our attendance rate.

Person Responsible: Marta Garcia (pr4761@dadeschools.net)

By When: 9/29/2023

Maintain and increase daily attendance by personally calling families of students who are absent. As a result, when a child is absent 3 times, the Community Involvement Specialist will call families to provide information on attendance and any resources. Additionally, when a child is absent 5 times, the counselor will meet with families and the school will adhere to the guidelines in the District's Attendance Plan.

Person Responsible: Melissa Herrero (mherrero@dadeschools.net)

By When: 9/29/2023

The counselor will monitor and analyze attendance reports. As a result, conduct a Home Visit, convene an Attendance Review Committee, and create an Attendance Contract for students who reach 5 absences.

Person Responsible: Melissa Herrero (mherrero@dadeschools.net)

By When: 9/29/2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is disseminated to stakeholders via EESAC, the school website (www.royalpalmelementary.net), and faculty meetings. All stakeholders including parents, students, community members and teachers, are invited to our EESAC meetings. These meetings are held

quarterly. During the meeting, the SIP is reviewed and evaluated. Members of our School Leadership Team share any available data and current action plans to address the targeted areas of the SIP. Additionally, information is shared during our Annual Title I Parent Meeting and discussed during our Open House at the start of the school year. Throughout the year, our school website holds a variety of resources including the SIP, Title I information, and curriculum materials. Information is always sent home in both English and Spanish to address the needs of our community. Moreover, meetings are usually held in both languages to ensure our stakeholders understand our school goal.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Royal Palm Elementary recognizes the importance of strong relationships with parents, families, and community stakeholders to fulfill its mission, meet student needs, and ensure effective communication. To achieve these goals, school information, curriculum materials, and Title I resources are shared on our school website www.royalpalmelementary.net. Moreover, information is shared during out Title I Annual Parent Meeting. There is a collaboration among faculty, parents, students and community to provide input in the update and review of the Parent and Family Engagement Plan. The partnership between school and home will assist in providing high quality instruction for all learners.

As a Title I school, Royal Palm Elementary strives to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center, located in our Main Office, in order to inform parents regarding available programs and other referral services. In addition, Royal Palm Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Our Community Involvement Specialist as well as our Title I Liaison work together to target 100% of the school population. Moreover, the school conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. Due to the input of these surveys, the school varies the times of workshops and meetings in an effort to give all parents the opportunity to attend and become involved. Royal Palm Elementary has a Community Involvement Specialist that completes Title I Administration Parental Involvement Monthly School Reports and submits to Title I Administration.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school offers Title III After School Tutoring for our ELL Learners. Moreover, hourly teachers are hired to provide assistance in core subject areas including reading, mathematics, and science which are targeted Areas of Focus on our SIP (Differentiated Instruction and Science). Our school will once again participate in S.T.E.A.M. Designation and continue with our Robotics Club. Additionally, we will be offering a Spanish Book Club to address our ELL students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I, Part C- Migrant
Although Royal Palm Elementary currently does not have a migrant population, it will provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs in an effort to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are being met.

Title III
Royal Palm Elementary receives funds from Title III and utilizes the funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students. The monies are used to implement and/or provide:
• tutorial programs
• parent outreach activities
• behavioral/mental counseling services
• professional development on best practices, as well as coaching and mentoring for ELL and content area teachers
• reading and supplementary instructional materials
• hardware and software for the development of language and literacy skills in reading, mathematics, and science.

Violence Prevention Programs
Royal Palm Elementary offers a non-violence and anti-drug program to students that incorporate group lessons, community speakers, and counseling.

Nutrition Programs
1) Royal Palm Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The guidance counselor works closely with the grade levels and the administration to keep them abreast of various issues that arise with students. The school counselor also provides lessons on bullying, safety, values and a district-wide guidance program. When needed, the school's social worker and psychologist are consulted. Referrals are made to the Mental Health Coordinator or Nicklaus's Mental Health Specialist. Moreover, the counselor is our Mindfulness Champion and sponsors a Mental Wellness Club. Periodically, outside services are suggested as needed by the school's based leadership team.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our school hosts an annual Career Day in the Spring. We contact families within our school and community/business partners in an effort to raise awareness of the various careers and programs

available. Our students are also invited to attend Curriculum Expos and Magnet Fairs to broaden their access to specific careers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Royal Palm Elementary MTSS/RtI team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention. Royal Palm Elementary has a school-based Multi-Tiered Support System/Response to Intervention. The MTSS Team includes the Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the School Psychologist, the Speech Language Pathologist, and the School Counselor. Occasionally, the MTSS/RtI team may call upon the School Social Worker. Other stakeholders may be called as needed. Royal Palm Elementary uses the MTSS/RtI as a general education initiative where levels of support (resources) are allocated in direct proportion to student needs. There are three levels of support which include Core Instructional, Supplemental Instructional, and Intensive Instructional and/or behavioral interventions in order to increase individual students' rate of progress. There will be an ongoing evaluation method established for services at each tier to monitor effectiveness of meeting school goals and student growth as evidenced by on-going assessments. The four step problem solving model (problem identification, problem analysis, intervention implementation, and response evaluation) will be used to plan, monitor, and revise instruction and intervention.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Faculty and staff complete a Professional Development Needs Survey. Results are analyzed and Professional Development is provided based on the feedback. During our 2 PD Days, the school provides training on curriculum and available resources. Moreover, a group of content experts share best practices during our Faculty Meetings and offer support to colleagues.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

During the months of February and March, our school kicks off the Kindergarten Rock and Enroll Campaign. This district initiatives provides strategies to support registration of incoming Kindergarten students and allows for a transition activities. The school provides tours to incoming students, classroom visitations, social media campaign, personal visits to neighboring day cares, and a transition meeting for parents.