

# Brevard Public Schools School Improvement Plan 2018-2019

**Superintendent:**

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**Name of Charter School:**

Royal Palm Charter School

**Principal:**

Shannon Shupe

<b>School Grade History</b>	<b>2017-18: C</b>	<b>2016-17: C</b>	<b>2015-16: C</b>
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<b>Connections to District Strategic Plan</b>
<p>Obj.L1. Protect instructional time</p> <p>Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps</p> <p>Obj.L4: Provide equitable support for every student’s social-emotional development</p> <p>Obj.L6. Build principal capacity to develop and spread highly effective instructional practices</p> <p>Obj.R3 Increase system-wide proactive communications</p>

**Mission Statement:**

The mission of Royal Palm Charter School is to deliver an education that encompasses cutting edge educational philosophies through an innovative and challenging curriculum. Royal Palm is dedicated to the family oriented community working to achieve our singular goal of excellence in education.

**Vision Statement:**

Royal Palm Charter was created to challenge and meet the individual needs of every student in our community. We succeed second to no one through our focus on the commitment to our future; children. We seek to educate children using their natural curiosity to develop their ability and confidence to answer questions. We strive to develop creative thinking and problem solving skills that serve as the foundation for a child’s academic career.

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

The mission and vision are communicated to parents in print and in website documents. The mission, vision, and school improvement plan are reviewed with teachers each year. The preliminary school improvement plan is presented to the board, staff, and parents in the fall for suggestions and clarification. Once created, the plan is then presented to the leadership team to edit and finalize. The governing board reviews, revises, and approves the School Improvement Plan before submission; the governing board is made of community members as well as Royal Palm parents. The School Improvement Plan is posted once approved on the school webpage and the final version is presented to teachers for action.

# Brevard Public Schools School Improvement Plan 2018-2019

## Part 1: Planning for Student Achievement

### RATIONALE – Continuous Improvement Cycle Process

Please use Data Analysis from multiple data sources.

*What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?*

The 2017-2018 FSA Assessment results left Royal Palm with a “C” for the State of Florida’s School Report Card. The total number of points Royal Palm received decreased by 11 points. Although the school worked to continually improve student performance, it did not meet many of its goals identified in the 17-18 School Improvement Plan.

ELA scores decreased rather than the 5% increase goal. Math scores did increase by 7% overall which did meet the goal, however, the math learning goal increase was 4%, so while close did not meet the goal. Science Achievement increased by 9% and Algebra met the 50% goal with 59% of students scoring proficient. While math overall showed an increase, grades 6-8 show a continued need for support and focus.

4<sup>th</sup> and 5<sup>th</sup> grades continued to show little improvement, with a significant decrease in 5<sup>th</sup> grade scores. There was turn over within 4<sup>th</sup> grade in 16-17, which caused a gap in learning which set 5<sup>th</sup> grade to begin the year behind in skills; while the teachers remediated they were not able to close the gaps overall. In 4<sup>th</sup> grade there was teacher turn over in one classroom and the affect was obvious with less than 25% of students scoring proficient in both ELA and Math. These grade levels continue to be an area of concern.

The school focused on math significantly and with less focus on ELA there was a decrease in proficiency scores.

What are the areas of successful student achievement and what data shows evidence of improvements?  
What are the concerns with student achievement? Provide data to support concerns.

In ELA, students’ scores increased in Craft and Structure and Integration of Knowledge of Ideas, these are two areas that have been focused on across grade levels with the utilization of the same strategies across grade levels. (RACES strategy) With this focus, it is noted that the area of Key Ideas and Details decreased as well as Language and Editing. Analysis of practice showed that small group instruction was not consistently utilized to differentiate learning materials and skills being taught. Additionally, teachers did not consistently utilize the Florida Ready practice test results to breakdown students’ strengths and weaknesses and plan accordingly.

Integrating Science content into the reading block through Cross Curricular connections increased content knowledge while providing practice in reading comprehension strategies. It is believed that the increase use of science vocabulary and reading science content directly impacted Science scores.

The increase in Math show that while it was an increase overall, the lowest 25<sup>th</sup> percentile actually decreased. 5<sup>th</sup> and 8<sup>th</sup> grades are the largest concerns in the area of Math. Algebra showed the largest gain from 38 to 59% which directly shows how a focus on standards based learning made a difference.

PMPs were developed to address students’ areas of weakness and a plan to remediate, but these were not consistently utilized frequently enough to determine if students were making progress and determine whether students’ needs changed and therefore the PMP needed to be rewritten to meet new goals.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

From 2017 to 2018 student achievement levels did not increase in all areas as anticipated. Math and Science scores increased while ELA and Civics scores decreased. While implementing RACES and CUBE strategies for Reading and Math consistently across the grade levels did make a difference in students' success within the classroom, that success was not transferred to the state testing. Royal Palm must continue to focus on the foundational skills needed to close the gaps of each individual student and push students further in their learning.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Royal Palm continues to meet once per month to monitor curriculum in learning in the grade levels. The team consists of a lead teacher from K-2, 3-5, and 6-8. Analysis of lesson plans on a bi-weekly basis and classroom walkthroughs on a weekly basis are used to monitor the quality of instruction.

**School-Based Goal:** What can be done to improve instructional effectiveness?

If all teachers engage in self-reflection of practice teachers will better analyze the needs of students and will create more rigorous lesson plans focused on standards with an emphasis on individualized student goals which will affect student achievement.

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
Math instruction not linked to standards	<ol style="list-style-type: none"> <li>1. Implement new Eureka math curriculum</li> <li>2. Provide training on implementation and alignment to standards</li> </ol>	Principal, Assistant Principal, Math Resource Teacher, Lead Teachers	Summer training, weekly meetings with Math Resource Teacher	Observation data, review of lesson plans
Instruction not linked to student data	<ol style="list-style-type: none"> <li>1. Provide training on analyzing test data</li> <li>2. Provide training in utilizing Istation resources for remediation based on student results</li> <li>3. Collaborate monthly on pulling and analyzing data</li> </ol>	Principal, Assistant Principal, Reading Resource Teacher, Math Resource Teacher	Pre-planning, ongoing	Observation data, meeting minutes, review of data collection
Differentiated Instruction not meeting the needs of students	<ol style="list-style-type: none"> <li>1. Provide training on differentiated instruction strategies</li> <li>2. Provide opportunities to observe with highly effective teachers</li> </ol>	Principal, Assistant Principal, Lead Teachers	Fall, Ongoing	Observation data, lesson plans

## **EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

Teachers will utilize data binders to compile individual student data, work samples, and PMPs. Teachers will analyze monthly benchmark results to guide whole group and individualized instruction. Teachers will meet monthly with grade level meetings (K-2, 3-5, and 6-8). Teachers will meet with Principal monthly to review student data (including PMPs), interventions, and instructional goals.

**Qualitative and Quantitative Student Achievement Outcomes:**

On the 2019 FSA Assessments, our goal is to increase reading and math proficiency by 5% above the 17-18 proficiency scores. Our goal is to increase Science FCAT proficiency scores by 5% above the 17-18 proficiency scores. Our goal is to increase the Civics score to 80% proficiency and Algebra EOC scores to 60%.

## **Part 2: Support Systems for Student Achievement**

### **(Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.**

## **MTSS & EARLY WARNING SYSTEMS    Please complete 1 – 4.**

1. Describe your school's data based problem-solving process and school-based structures in place to address MTSS implementation

Monthly ISPT Meetings are set up to check-in with the grade level teachers; IPST team consists of classroom teachers, ESE Coordinator, ESE Teacher, Speech/Language Pathologist, Occupational Therapist and Principal. Once plans are in place teachers will begin keeping records to show student progress. Every 3 weeks teachers are to assess the intervention and see whether the progress is being made or if a different intervention needs to be tried.

### **Step 1 – Provide Tier 1 Instruction**

- Tier 1 instruction is high quality instruction that is provided to all students in the general education classroom
- Create Progress Monitoring Plans for students who score Level ½
- Monthly meetings with grade level teachers and IPST team
- Teachers monitor Tier 1 instruction through the use of benchmark data

### **Step 2 – Determine if the core curriculum is the concern or if it is an individual student issue**

- If the poor response is not due to the Core Curriculum complete:
  - Complete Form 1
  - Begin Form 2
  - Contact parents to advise them of teacher concerns
  - Complete Form 3& 4 (third party observation)
  - Administer diagnostic assessments to help determine specific skill deficit

### **Step 3 – Discuss student data and determine possible interventions at the teacher data team meetings**

- Complete Form 5 and/or 6 if behavior is concern

Step 4 – Place student in Tier 2 group (Tier 2 groups are interventions that are provided to small groups of students that have been identified as being in need of more support than what is provided in Tier 1)

Step 5 – Once you have 4-6 weeks of data collected contact ESE Coordinator to be placed on the IPST meeting agenda

- At the IPST meeting the IPST meeting will review the data to determine if the Tier 2 interventions should continue or if the interventions should be intensified to Tier 3

Step 6 – If it is decided that Tier 3 is needed the team will design a Tier 3 intervention

Step 7 – After 6-8 weeks of data is collected on BOTH Tier 2 and tier 3 interventions the teacher will contact ESE Coordinator to be scheduled for the follow up IPST Meeting

Step 8 – IPST Meeting will be held. School psychologist and ESE Support Staff must be a part of this IPST discussion to help the team determine if interventions should continue or if we need to have consent for a formal individual evaluation

2. List below who monitors the Early Warning System and how often.

Principal and ESE Coordinator monitors the Early Warning System once per month in preparation for IPST meetings

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2018-19:

<b>Fill in BLANKS with data from 2017-18 School Year - Number of Students</b>								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	3	10	6	17	11	18	22	87
1 or more ISS or OSS	2	2	3	0	3	4	4	18
Level 1 in ELA or Math				2	4	15	12	33
Substantial Reading Deficiency								
2 or more indicators	0	0	1	1	3	5	4	14

<b>Fill in BLANKS with data from 2017-18 School Year - Number of Students</b>								
Grade Level	7	8	9	10	11	12	Total	
Attendance <90	19	16					35	
1 or more ISS or OSS	2	4					6	
Level 1 in ELA OR Math	12	10					22	
Course Failure in ELA OR Math								
Students exhibiting 2 or more indicators	3	4					7	

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

For students with academic warning signs teachers will develop a PMP to be monitored regularly.

Students will be discussed at monthly IPST meetings to monitor growth and concerns.

Students will be invited to attend after-school tutoring two days per week.

Parent conferences will be set up after the first nine weeks to monitor progress.

Students in primary grades will be placed in a reading intervention group with Reading Resource Teacher.

Middle School students who score a level one or two on FSA ELA or Math will be placed in Intensive Reading/Math for additional instruction.

School Guidance Counselor will pull attendance data and monitor attendance on a weekly basis and make calls to parents and referrals to truancy as needed. Parent letters will be sent home regarding the number of tardies and absences.

**PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.**

Refer to Parent and Family Engagement Plan

**STUDENT TRANSITION AND READINESS**

**1. PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

We assist our pre-school students in transitioning to Kindergarten by holding Open House meetings prior to enrollment ensuring the parents meet one-on-one with the teacher before the school year begins. In the Spring we hold a Success Night and invite new Kindergarten parents to view the classrooms, learn about the expectations and schedule, and ask questions.

Each year in the Spring the school provides resources to parents regarding the transition from 8<sup>th</sup> to 9<sup>th</sup> grade. Many of our students attend choice programs in the high schools so we provide an outline of the choice programs available in the area and an outline of the application process. We take our 8<sup>th</sup> graders on a field trip to the high school each Spring and bring in alumni to speak with the students about high school and what to expect during the transition from Royal Palm.

**2. COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report ( <http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.

N/A