

Brevard Public Schools

Royal Palm Charter School



2022-23 Schoolwide Improvement Plan

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Royal Palm Charter School

7145 BABCOCK ST NE, Palm Bay, FL 32909

www.royalpalmcharter.com

Demographics

Principal: Shannon Shupe

Start Date for this Principal: 7/1/2011

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2020-21: (45%) 2018-19: C (48%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Royal Palm Charter School is to create a community of leaders that are equipped with the skills and knowledge needed to excel in any and all academic and social challenges they encounter throughout their educational careers.

Provide the school's vision statement.

Royal Palm Charter was created to challenge and meet the individual needs of every student in our community. We strive to develop students' individual strengths in order to build their confidence to think independently, creatively and problem solve. We make every effort to develop a strong parent/teacher connection that creates an active partnership to reinforce the school/home connection. We believe this relationship serves as the foundation for a child's educational career.

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Shupe, 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

Name	Position Title	Job Duties and Responsibilities
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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 learning.
- Monitor progress of all students.
- Supervise and mentor all teachers.

-Operational Leadership

- 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.

-Personnel

- 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.

6. Community Relations

- Serve as liaison between teachers, parents, and the commu

Name	Position Title	Job Duties and Responsibilities
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. •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
Marshall, Jennifer	Guidance Counselor	<p>Serve as Student Lighthouse Coordinator</p> <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>

Name	Position Title	Job Duties and Responsibilities
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Create behavior plans for students as needed
 Support teachers, students, parents and admin

Demographic Information

Principal start date

Friday 7/1/2011, Shannon Shupe

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

335

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	35	35	36	31	41	28	41	43	43	0	0	0	0	333
Attendance below 90 percent	2	3	6	1	3	1	0	4	3	0	0	0	0	23
One or more suspensions	1	1	1	3	0	3	1	0	3	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	1	0	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	1	0	0	2	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	6	7	8	9	6	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	10	10	10	6	6	0	0	0	0	49
Number of students with a substantial reading deficiency	3	2	2	2	0	0	0	0	0	0	0	0	0	9

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	1	1	6	6	3	2	0	0	0	0	22

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	0	0	2	0	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 10/3/2022

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	6	8	7	1	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	0	1	0	0	2	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	6	8	7	1	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	0	1	0	0	2	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%			55%			58%	65%	61%
ELA Learning Gains	51%			56%			47%	58%	59%
ELA Lowest 25th Percentile	50%			52%			33%	54%	54%
Math Achievement	59%			46%			50%	67%	62%
Math Learning Gains	69%			46%			48%	62%	59%
Math Lowest 25th Percentile	58%			26%			41%	59%	52%
Science Achievement	55%			39%			35%	62%	56%
Social Studies Achievement	73%			81%			81%	80%	78%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	64%	10%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	50%	61%	-11%	58%	-8%
Cohort Comparison		-74%				
05	2022					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-50%				
06	2022					
	2019	51%	60%	-9%	54%	-3%
Cohort Comparison		-55%				
07	2022					
	2019	60%	58%	2%	52%	8%
Cohort Comparison		-51%				
08	2022					
	2019	49%	63%	-14%	56%	-7%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	61%	9%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	64%	-12%
Cohort Comparison		-70%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	60%	-7%	60%	-7%
Cohort Comparison		-52%				
06	2022					
	2019	40%	67%	-27%	55%	-15%
Cohort Comparison		-53%				
07	2022					
	2019	37%	62%	-25%	54%	-17%
Cohort Comparison		-40%				
08	2022					
	2019	45%	43%	2%	46%	-1%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	56%	-14%	53%	-11%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-42%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	24%	53%	-29%	48%	-24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	74%	9%	71%	12%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	61%	-14%	61%	-14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	54	63	35	57		10				
ELL		50			60						
BLK	52	53	42	50	68	61	40				
HSP	43	52		50	61						
MUL	50	45		50	82						
WHT	56	51	61	66	72	42	63	92	24		
FRL	50	53	48	56	69	61	52	68	23		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	34	46	25	26	29		27				
BLK	50	51	64	41	44	36	29				
HSP	61	54		48	46						
MUL	54	60		38	30						
WHT	56	57	35	48	48	27	43	87			
FRL	52	53	50	40	42	30	37	76	8		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	26	25	30	41		7				
BLK	46	39	33	37	40	36	25	73			
HSP	59	52		24	33		27				
MUL	59	56		53	50						
WHT	62	48	28	64	56	50	45	78	56		
FRL	57	46	32	48	48	43	25	81	35		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The Students with Disabilities (SWD) subgroup continues to be an area of concern across all subject areas. Although the federal index did increase from 31% to 40% from 21-22 data. While this is good growth, it is still important to look at the areas of achievement which are still significantly below the other subgroups.

The lowest 25 percentile group in Math learning gains was significantly less than other subgroups.

Science achievement in grade 8 increased, but 5th grade decreased.

Overall, math scores increased significantly and ELA scores decreased slightly.

Social Studies achievement decreased by 8%, the lowest it has been,

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While math showed a significant increase for 21-22, I think it is important to continue to focus on learning gains specifically in this area; with a specific on the SWD and ELL subgroups.

ELA achievement showed a slight decrease with learning gains dropping 5% from 21-22. 5th and 6th grade ELA proficiency were lower than other grade levels. The cohorts showed the largest decreases. Learning gains in 7th ELA for all students and lowest 25% for grades 7 and 8 were significantly lower than other grade levels.

Science achievement continues to be a need for improvement.

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

For math and reading, the school adopted new curriculum in 21-22 to align with the updated BEST Standards. Continue teacher professional development in the standards, curriculum and data analysis utilizing the progress monitoring tools will be necessary for improvement.

Collaboration between the ESE and classroom teachers is needed to ensure SWD continue to make growth.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area of Math showed the most improvement on FSA testing.

Grade 8 Science showed an increase.

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

Purchasing of updated curriculum aligned with new standards.

Utilization of NWEA MAPS diagnostics to plan instruction accordingly and Edgenuity program individualized for each student based on diagnostic testing.

In 20-21 began purchasing STEMscopes materials for grades 5-8th. Added 4th grade materials for 22-23.

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

Additional reading coach and math interventionist hired to support intervention.

ESE teacher will be co-teaching Intensive Math course for grades 7 and 8.

Students will be offered after-school tutoring opportunities at no cost.

Retained 5th grade and Middle School Math teacher, this should help with consistency.

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

Additional training on:

BEST standards

The Science of Reading

Amplify curriculum

Go Math/Waggle curriculum

NWEA Maps Reporting

STEMscopes

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

Admin team meetings to include Grade Level Leads, Reading Resource teacher, ESE Coordinator, Assistant Principal and Principal on a quarterly basis to discuss trends and needs. Each meeting will include a focus on staff, students, curriculum, and professional development in order to ensure that the teachers are getting the support they need.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.

SWD subgroup is at 40%, which is below the 41% threshold. A lot of progress has been made, but this subgroup is still not above the expectation.

Measurable Outcome:

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

Students with disabilities will increase achievement by 5% in each subject area on FAST end of year assessments.

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 Progress Monitoring
 MAP Diagnostic Growth Assessment in ELA (3 times yearly)
 Edgenuity Standards Mastery

Person responsible for monitoring outcome:

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

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

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

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Small group instruction by ESE teacher will focus on individualized remediation utilizing the LLI and Guided Reading curriculums.

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

The school will teach with fidelity the Go Math curriculum.

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

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the

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

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed

based on diagnostic testing results and are personalized to students' needs.

The LLI and Guided Reading programs are research-based materials that support remediation.

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

resources/criteria used for selecting this strategy.

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to students' needs.

The Do the Math Curriculum is research-based materials that support student growth.

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.

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

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

Review mid year diagnostic to assess student growth and needs for additional supports.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Overall, SY 21-22 ELA achievement and learning gains decreased over the past three assessment periods with grades 4 and 5 scoring under 50%.

SY21-22 FSA ELA data shows 46% of 5th graders performing at proficiency (3+) compared to the state average of 55% and the district average 61%. Additionally, SY21-22 FSA ELA data shows 41% of 6th graders performing at proficiency (3+) compared to the state average of 52% and the district average 64%.

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

ELA proficiency in grades 5 and 6 will increase, as measured by FAST ELA end of year assessments to 50%.

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
 MAP Diagnostic Growth Assessment in ELA (3 times yearly)
 Edgenuity Standards Mastery

Person responsible for monitoring outcome:

Shannon Shupe (shannon.shupe@royalpalmcharter.com)

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

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

The school will continue to utilize an approved Reading Curriculum, CKLA (K-5) and Amplify ELA (6-8) (Year 2 in adoption)

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

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

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

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to students' needs.

The LLI and Guided Master programs are research-based materials that support student remediation.

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.

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

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

Review student data monthly by grade level with lead teachers and administration.

Person Responsible Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Review mid year diagnostic to assess student growth and needs for additional supports.

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

Hire a teacher for reading intervention to target grades 4-6, focusing on students in the lowest 25%. (T)

Person Responsible Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Organize representative to come in and complete training on LLI for reading intervention teachers.

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

Organize representative to come in and complete Guided Reading for all ELA teachers.

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

Hire a part-time paraprofessional for additional support within the classroom for grades K-2 and 3-5.

Person Responsible Shannon Shupe (shannon.shupe@royalpalmcharter.com)

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

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

Arrange for consultant to come to the school to coach teachers on ELA BEST Standards.

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

8th grade scores increased from 56 to 60% and 5th increased from 22 to 39%, while that does show growth it is not meeting the expectation.
 SY21-22 Science data shows 39% of 5th grade students performed at proficiency (3+) compared to the state average of 48% and the district average of 55%.

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

The 5th grade will increase Science Scores by 10% on state testing.

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

The school will complete a beginning of the year and mid year STEMscopes assessment. The school will compare the school-based assessments with state assessment.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The school will implement the use of STEMscopes (with fidelity) in grades 4-8 in order to focus on state standards and vocabulary acquisition,

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Evidence shows that schools that utilize the STEMscopes program have an increase on state testing scores and students are engaged in learning and are able to demonstrate knowledge.

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.

Purchase STEMscopes materials for grades 4-8.

Person Responsible

Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Organize professional development for teachers implementing STEMscopes.

Person Responsible

Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Meet to discuss beginning of the year and mid year assessment results to identify areas in need of support.

Person Responsible

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Check in quarterly at grade level meetings to confirm Science benchmarks are being taught consistently with fidelity.

Person Responsible

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Purchase Discovery Education subscription as a resource.

Person Responsible

Shannon Shupe (shannon.shupe@royalpalmcharter.com)

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

Person Responsible

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

SY21-22 FSA Math data shows 43% of students in grade 5 performing at proficiency (3+) compared to the state average 52% and district average 56%. SY21-22 FSA Math data shows 44% of students in grade 6 performing at proficiency (3+) compared to the state average 66% and district average 49%.

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

Math proficiency will increase in grades 5 and 6, as measured by end of year FAST Math to 50%.

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 Progress Monitoring
 MAP Diagnostic Growth Assessment in Math(3 times yearly)
 Edgenuity Standards Mastery

Person responsible for monitoring outcome:

[no one identified]

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The school will teach with fidelity the Go Math curriculum.

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

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

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to students' needs.

The Do the Math Curriculum is research-based materials that support student growth.

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.

Purchase consumable Go Math materials. (K-8)

Person Responsible Shannon Shupe (shannon.shupe@royalpalmcharter.com)

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

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

Organize time for Edgenuity training.

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

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

Person Responsible Shannon Shupe (shannon.shupe@royalpalmcharter.com)

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

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

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

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

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

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

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

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the Spring 2022 MAP data, although growth was evident in all grade levels, focus is needed specifically in kindergarten and 1st grade, specifically in the area of foundational reading skills for kindergarten and overall reading in 1st grade.

Kindergarten - overall, 46% achievement

1st grade reading 47.4% achievement

Students who score below the 50th percentile in literacy areas are at greater risk if intervention is not

identified. With continued typical instruction, children identified as at risk of reading difficulties have minimal odds of overcoming these risk.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

5th grade 46% proficiency on FSA ELA

6th grade 41% proficiency on FSA ELA

Students who score below the 50th percentile in literacy areas are at greater risk if intervention is not identified. With continued typical instruction, children identified as at risk of reading difficulties have minimal odds of overcoming these risk.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

ELA proficiency in kindergarten and 1st grade will increase, as measured by FAST ELA end of year assessments to 50%.

Grades 3-5: Measureable Outcome(s)

ELA proficiency in 5th, as measured by FAST ELA end of year assessments to 50%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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

FAST Testing

MAP Diagnostic Growth Assessment in ELA (3 times yearly)

Edgenuity Standards Mastery

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Rodriguez, Amy, amy.rodriguez@royalpalmcharter.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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) (Year 2 in adoption)

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

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

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

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

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to students' needs.

The LLI and Guided Master programs are research-based materials that support student remediation.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Schedule ongoing ELA PD/coaching for classroom teachers on the Science of Reading	Rodriguez, Amy, amy.rodriquez@royalpalmcharter.com
Schedule PD for teachers on CKLA and Amplify curriculum	Shupe, Shannon, shannon.shupe@royalpalmcharter.com
Organize Professional Development for teachers on LLI program	Rodriguez, Amy, amy.rodriquez@royalpalmcharter.com
Review student data monthly by grade level with lead teachers and administration.	Rodriguez, Amy, amy.rodriquez@royalpalmcharter.com

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school has adopted the Franklin Covey Leader in Me Program - this program is specifically designed to enhance student self awareness by focusing on student strengths and giving the opportunity for all students to carry a leadership role within the school. In addition, the school participates in DEAL (Drop Everything And Lead) during the first 30 minutes of the day. At this time the class participates in leadership activities, character development, morning meetings, and team building activities.

Parents have been informed of the 7 Habits and family assignments are sent out on a monthly basis to encourage communication between teachers, parents, and students. Parents have been invited to participate in a book study for the 7 Habits of Highly Effective Parents.

The school's guidance counselor prepares and delivers socio-emotional focused lessons once per month in each classroom. In addition, she hosts small group social skills groups for students in need. She is also available for 1:1 counseling and mediation between students. In addition, the guidance counselor will make referrals to an outside mental health agency when needed.

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

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

The teachers create daily lessons that support learning the 7 Habits, community building and character

education. The teachers model this behavior and provide an environment that focuses on a positive community. Staff participate in action teams that support school-wide goals of implementation of the Leader in Me program.

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

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