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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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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

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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.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Shannon Sviben

##### Position Title

Principal

##### Job Duties and Responsibilities

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To provide the leadership and management necessary to administer and supervise all school programs, policies, and activities to ensure high-quality educational experiences and services for the students in a safe and enriching environment. 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 using effective communication techniques with students, teachers, parents, and stakeholders.

Duties of Principal include, but are not limited to, the following:

### **Student Performance**

- Set and enforce rigorous standards for student achievement that align with the goals of RPCS.
- Ensure the academic program meets or exceeds yearly student outcome goals as defined by RPCS

### **Organizational Leadership**

- 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 student and staff success and promotes respect and appreciation for all students, staff, and parents.
- Oversee all programs, services, and activities to meet program objectives.
- Ensure compliance with all local, state, and federal funding sources.
- Manage student enrollment process to ensure the school achieves its targeted enrollment projections.
- Ensure all students, staff, visitors, and property are safe and secure.
- 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**

- Manage, evaluate, and develop a team of teachers.
- Work with teachers to constantly assess and improve student achievement results.
- Ensure the 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 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 consistency in instruction and practice amongst a team of teachers.
- Foster a culture of professionalism among teachers and staff.
- Ensure learning environment and classroom instruction maximize 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 with 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 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 attaining school goals and committed to achieving excellence.

### **Community Relations**

Serve as liaison between teachers, parents, and the community

## **Leadership Team Member #2**

### **Employee's Name**

Amy Rodriguez

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Duties of Assistant Principal include, but are not limited to, the following:

#### **Duties focus on Student Performance and Instructional Leadership**

- Assist in setting and enforcing rigorous standards for student achievement that align 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 among staff, teachers, students, and families.
- Help foster a school climate that supports student and staff success and promotes respect and appreciation for all students, staff, and parents.
- Help ensure all students, staff, visitors, and property safety and security.
- 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.
- Work with teachers to constantly assess and improve student achievement results.
- Help ensure the 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 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 consistency in instruction and practice amongst a team of teachers.
- Monitor the progress of all students.
- Supervise and mentor all 4th through 8th grade teachers.

## **Leadership Team Member #3**

### **Employee's Name**

Marie Turbush

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Duties of Assistant Principal include, but are not limited to, the following:

#### **Duties focus on Student Performance and Instructional Leadership**

- Assist in setting and enforcing rigorous standards for student achievement that align 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 among staff, teachers, students, and families.
- Help foster a school climate that supports student and staff success and promotes respect and appreciation for all students, staff, and parents.
- Help ensure all students, staff, visitors, and property safety and security.
- 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.
- Work with teachers to constantly assess and improve student achievement results.
- Help ensure the 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 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 consistency in instruction and practice amongst a team of teachers.
- Monitor the progress of all students.
- Supervise and mentor all Kindergarten through 3rd grade teachers.
  - Oversee ESE Coordinator and Teachers

## **Leadership Team Member #4**

### **Employee's Name**

Sarah-Kate Smith

### **Position Title**

Guidance Counselor

### **Job Duties and Responsibilities**

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- Complete all required mental health, drug, and child abuse instruction
- Provide guidance services to students as needed
- Weekly small group social groups
- Oversee the ELL program
- Work with ESE Coordinator and Teachers on Student BIPs

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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

### SIP Monitoring

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

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The SIP will be regularly monitored and reviewed for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards after each Progress Monitoring (PM), particularly for those students with the greatest achievement gap, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, bi-weekly data chats, faculty meetings, and administrative team meetings. To ensure continuous improvement, the plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION KG-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>46.8%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>81.8%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: C* 2021-22: B 2020-21: 2019-20: C</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days		2	3	1	6	4	1	1		18
One or more suspensions	1	1	1			2	1	6	3	15
Course failure in English Language Arts (ELA)	1	2						1		4
Course failure in Math		2						1		3
Level 1 on statewide ELA assessment					1	4	2	8	3	18
Level 1 on statewide Math assessment					1	10	8	10	7	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	5	6						20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7	3	6	6					22

#### Current Year 2024-25

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			1	4	2	5	3	18

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2						1		4
Students retained two or more times										0

**Prior Year (2023-24) As Last 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 school days	3		3	4			1			11
One or more suspensions	1	2	2	5	5	12	3	1	1	32
Course failure in ELA				1	1				1	3
Course failure in Math	1	1								2
Level 1 on statewide ELA assessment	4	2	3	2	2	4	10	4	9	40
Level 1 on statewide Math assessment	3	4	2	6	2	2	12	1	6	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				2						9

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1	1	2	6	1	6	17

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1		1	1				1	5
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	56	63	58	45	58	53	53	63	55
ELA Grade 3 Achievement **	58	66	59	51	63	56			
ELA Learning Gains	67	57	59				51		
ELA Learning Gains Lowest 25%	74	51	54				50		
Math Achievement *	56	64	59	58	62	55	59	40	42
Math Learning Gains	61	59	61				69		
Math Learning Gains Lowest 25%	60	54	56				58		
Science Achievement *	31	61	54	50	61	52	55	64	54
Social Studies Achievement *	82	76	72	76	72	68	73	61	59
Graduation Rate		89	71		87	74		62	50
Middle School Acceleration	19	71	71	7	70	70	23	51	51
College and Career Readiness		75	54		75	53		76	70
ELP Progress	64	58	59		47	55		68	70

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	628
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	48%	55%	45%		48%	50%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	50%	No		
English Language Learners	47%	No		
Black/African American Students	56%	No		
Hispanic Students	53%	No		
Multiracial Students	74%	No		
White Students	53%	No		
Economically Disadvantaged Students	51%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	31%	Yes	3	1
Black/African American Students	65%	No		
Hispanic Students	37%	Yes	1	
Multiracial Students	47%	No		
White Students	51%	No		
Economically Disadvantaged Students	43%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	40%	Yes	2	
English Language Learners	55%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Native American Students				
Asian Students				
Black/African American Students	52%	No		
Hispanic Students	52%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	53%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%	58%	67%	74%	56%	61%	60%	31%	82%	19%			64%
Students With Disabilities	39%		55%	50%	48%	55%	50%						
English Language Learners	19%		58%		38%	58%							64%
Black/African American Students	58%		71%		58%	68%		27%					
Hispanic Students	46%		63%	64%	50%	60%	67%	17%					58%
Multiracial Students	79%		85%		63%	69%							
White Students	55%	50%	65%	76%	56%	57%	50%	39%	77%	8%			
Economically Disadvantaged Students	51%	56%	61%	70%	52%	59%	52%	31%	80%	0%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	45%	51%			58%			50%	76%	7%			
Students With Disabilities	22%				47%			25%					
Black/African American Students	51%				62%			57%	90%				
Hispanic Students	41%				38%			33%					
Multiracial Students	38%				56%								
White Students	46%	52%			62%			54%	80%	10%			
Economically Disadvantaged Students	39%	47%			47%			39%	76%	8%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	53%		51%	50%	59%	69%	58%	55%	73%	23%			
Students With Disabilities	18%		54%	63%	35%	57%		10%					
English Language Learners			50%			60%							
Native American Students													
Asian Students													
Black/African American Students	52%		53%	42%	50%	68%	61%	40%					
Hispanic Students	43%		52%		50%	61%							
Multiracial Students	50%		45%		50%	82%							
Pacific Islander Students													
White Students	56%		51%	61%	66%	72%	42%	63%	92%	24%			
Economically Disadvantaged Students	50%		53%	48%	56%	69%	61%	52%	68%	23%			

## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	56%	59%	-3%	55%	1%
Ela	4	63%	57%	6%	53%	10%
Ela	5	45%	57%	-12%	55%	-10%
Ela	6	62%	67%	-5%	54%	8%
Ela	7	56%	58%	-2%	50%	6%
Ela	8	53%	55%	-2%	51%	2%
Math	3	56%	59%	-3%	60%	-4%
Math	4	48%	60%	-12%	58%	-10%
Math	5	31%	56%	-25%	56%	-25%
Math	6	52%	66%	-14%	56%	-4%
Math	7	71%	60%	11%	47%	24%
Math	8	70%	34%	36%	54%	16%
Science	5	21%	58%	-37%	53%	-32%
Science	8	38%	47%	-9%	45%	-7%
Civics		78%	71%	7%	67%	11%
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

ELA proficiency increased 11 points overall from 22-23, and the learning gains categories increased noticeably from the 21-22 school year to the 23-24 school year. As part of our reflection, the admin team met with teachers to discuss student data after each PM to reflect on academic gaps and intervention needs.

The FPPI for Students With Disabilities grew from 31% to 50% - Students with Disabilities showed more progress in this area. The school had an intensive reading class dedicated to 6-8th grade ESE students.

7th and 8th grade math scores also increased. We believe having no turnover in the position combined with focusing on standards-based instruction improved this area.

##### Lowest Performance

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

---

Science for 5th and 8th grade showed the lowest performance. This performance was due to a lack of concentration on standards mastery and a lack of a solid science foundation. Science scores have been an area of weakness for several years.

5th grade was the lowest component for math performance.

Middle School Acceleration points were lower than should be based on only a few students taking advantage of the acceleration component.

##### Greatest Decline

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

---

Science for 5th and 8th grade showed the lowest performance. This performance was due to a lack of concentration on standards mastery and a lack of a solid science foundation in younger grade

levels. The science content has not been scaffolded properly, particularly in grades 6-8. Science scores have been an area of weakness for several years. The teachers at these grade levels did not have a solid understanding of the standards and the expectations of the state testing. There was little reflection on how to improve student scores.

5th grade math proficiency also had a drastic decline from the year before. Students did not have the foundational skills needed to master the 5th grade skills.

### **Greatest Gap**

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

---

The greatest gap compared to the state was in 5th-grade Math proficiency. The students entering 5th grade were missing some foundational skills needed to complete the more in-depth processes of 5th grade math, like fractions and decimals. Missing basic computational skills makes these more complex skills a challenge.

Science scores also had a large gap compared to the state, as discussed previously.

### **EWS Areas of Concern**

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

---

The number of primary students considered SD in both Reading and Math.

Additionally, a large number of students scored Level 1 on Math FAST.

### **Highest Priorities**

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

---

1. Improve Science Proficiency Scores in grades 5 and 8
2. Increase the number of students taking the accelerated math course, Algebra EOC, and scoring proficient
3. Intensive intervention for SD students
4. Maintain Learning Gains in ELA
5. Maintain Learning Gains in Math

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Intervention

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Based on the prior year's data, we identified a number of students who are considered substantially deficient in reading and/or math. To decrease this area, it is essential that our intervention groups focus on the specific needs of the students to close skill gaps and improve students' academic growth.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

There were 20 students who scored substantially deficient in Reading in grades K-3. We would like to see a 25% decrease next year by having less than 15 students score substantially deficient in reading.

There were 22 students who scored substantially deficient in Math in grades K-4. We would like to see a 25% decrease in this number next year by having less than 17 students score substantially deficient in math.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Intervention teachers will monitor SD student progress in reading every week to determine whether the intervention is working or needs to be modified.

Teachers will monitor SD students' progress in math on a bi-weekly basis to determine whether the intervention is working or needs to be modified.

SD Reading and Math student progress will be a collaborative focus at the monthly IPST meetings, where all educators involved will have the opportunity to contribute and discuss.

**Person responsible for monitoring outcome**

Marie Turbush

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Reading Curriculum - Guided Reading materials used for intervention groups Intervention teachers will provide direct instruction to fill gaps based on assessments Intervention teachers and classroom teachers will provide scaffolded instruction Intervention teachers will utilize SRA specific skills books, vocabulary strategies, graphic organizers, and feedback to support student learning

**Rationale:**

Along with Tier 1 instruction, students will receive individualized instruction to support closing the academic gaps.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Organize SD student data and distribute to classroom teachers

**Person Monitoring:**

Marie Turbush

**By When/Frequency:**

August 2024/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Turbush will pull assessment data to determine which students are considered Substantially Deficient. She will share that information with classroom teachers and follow up monthly at data team meetings.

**Action Step #2**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The focus in science is on ensuring that Science lessons are based on state-approved Science standards and that students are being taught the content to mastery. This is crucial as our Science Proficiency scores indicated that the students were not learning the standards as needed and could not apply their learning to the tests.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The overall school goal is 50% Science Proficiency on state tests

5th grade would need to increase from 21% to 50%, 29 percent

8th grade would need to increase from 38% to 50%, 12 percent

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The administration will work closely with new science teachers to ensure that the lessons taught are aligned with state standards and that class tests show that students are mastering the material.

The administration will meet with 5th and 8th-grade science teachers during the first semester and in the spring, after benchmark tests, to analyze the data and identify areas of weaknesses and strengths to develop a curriculum plan for the remainder of the year.

**Person responsible for monitoring outcome**

Amy Rodriguez

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Implement the use of Penda Learning in Grades 3-8.

**Rationale:**

Penda provides a gaming experience that is aligned with the science standards that students need to master. Penda differentiates instruction based on students' knowledge and gaps and provides an

easy way to monitor student progress.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Penda Utilized by Grades 3-8.

**Person Monitoring:**

Amy Rodriguez

**By When/Frequency:**

end of first 9 weeks, weekly monitoring

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will assign Penda to students, and Mrs. Rodriguez will verify that the students in grades 3-8 are utilizing the Penda program as assigned and work with the teachers to develop a plan for those students who are not utilizing the program consistently.

**Action Step #2**

Penda Added to Student Clever Account

**Person Monitoring:**

Amy Rodriguez

**By When/Frequency:**

September 1

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Work with Clever to provide SSO access to students through Clever accounts. Check with teachers to be sure that students can access Penda through SSO.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Acceleration**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school was not properly identifying middle school students eligible for acceleration, particularly in the area of math. This component could drastically impact the school's grade scoring as a whole, as we were losing points by not offering this option to all students scoring a Level 3 on the prior year's Math state test.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

---

The percentage of Acceleration points will increase from 19 to 50.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Students placed in the accelerated course (High School Algebra I) will receive direct instruction from a certified teacher and take benchmark tests to identify skill gaps that need remediation or review. After each test, the teacher will analyze the results and determine students' need for intervention to decrease the gap to develop mastery of the subject.

### **Person responsible for monitoring outcome**

Shannon Sviben

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

HMH Waggle will be utilized to identify skill gaps and provide students intervention in foundational skills needed to be successful in High School Algebra.

#### **Rationale:**

The personalized program will identify the areas that students need the most practice in order to build proficiency.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

Create Math Class for Accelerated Students

#### **Rationale:**

Create a math class taught by a certified teacher to meet the needs of accelerated students. Students in the course must have scored a minimum of 3 on FAST Math PM 3 and have an A/B in the previous year's math class. Sviben will check in with the math teacher monthly to monitor student success and determine any needs. The math teacher will provide afterschool tutoring if needed.

#### **Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Waggle Diagnostic Assessment

**Person Monitoring:**

Classroom Teacher

**By When/Frequency:**

August 1

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will assign the Waggle Diagnostic Assessment for students to get a baseline and personalized program that is adaptive as they complete lessons.

**Action Step #2**

Waggle Completion

**Person Monitoring:**

Classroom Teacher

**By When/Frequency:**

2 Lessons Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The teacher will monitor and admin will review reports to confirm students are mastering the completed weekly lessons.

## IV. Positive Culture and Environment

**Area of Focus #1**

Teacher Retention and Recruitment

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

High teacher retention will play a significant role in the development of effective teachers. Many resources, including mentorships and administrative support, go into the development of a teacher. Teachers with more experience tend to have a greater content knowledge and comfort level with classroom management, which positively impacts student achievement.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Specifically, in grades 5-8, there has been teacher turnover in Science this past year. The goal is for the 5/6 Science Teacher and 7/8 Science Teacher to return for the 25-26 school year.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Science teachers will be paired with a mentor teacher and administrator to foster a supportive environment focused on providing needed support for the teacher to develop the skills to be an effective instructor. We will monitor by identifying whether teachers can increase student proficiency scores and return for the following school year.

**Person responsible for monitoring outcome**

Shannon Sviben

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Teacher Mentor Program

**Rationale:**

Teachers that feel supported are more likely to be successful in their first few years of teaching.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Pair 5th/6th Grade Science Teacher with Mentor Teacher Pair 7th/8th Grade Science Teacher with Mentor Teacher

**Person Monitoring:**

Marie Turbush

**By When/Frequency:**

August 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Pair science teacher with CET teacher in same grade level

**Action Step #2**

Monthly Admin meetings with new teachers

**Person Monitoring:**

Shannon Sviben

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Science teachers will meet with grade level assigned to admin to discuss student progress, classroom management, and other relevant topics

**Area of Focus #2**

Multiple Early Warning Signs

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Leader in Me Program will be implemented across all grade levels. As a part of the program, students and teachers work closely together to identify Goals in reading and math each 9 weeks. Helping students understand their skill gaps and developing an improvement plan will increase their likelihood of success.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Each student has an individualized plan to reach the ultimate goal of "making learning gains from PM3 2024 to PM3 2025." The plan defines the actions the student will take to achieve their goal during the current nine weeks. At the end of the 9 weeks, students are able to identify whether they met their goal and determine if they made learning gains.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will monitor student progress every 9 weeks. Scorecards will be on the outside of every classroom door to see what percentage of students in each class reached their goal this 9 weeks, while in their classrooms, they will have an individual tracker for the current 9 weeks. These will be marked each Wednesday as a part of their Leader in Me time DEAL (Drop Everything and Lead) time.

**Person responsible for monitoring outcome**

Shannon Sviben

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Franklin Covey Leader in Me Program

**Rationale:**

The Leader in Me program is an evidence-based model that helps students, educators, and families develop leadership and life skills. The program is based on the work of Stephen Covey, author of The 7 Habits of Highly Effective People and The 8th Habit, and is backed by over 100 independent academic research studies

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Renew Leader in Me Contract

**Person Monitoring:**

Shannon Sviben

**By When/Frequency:**

July 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Renew contract and purchase supporting curriculum for Leader in Me

**Action Step #2**

Train staff in Leader in Me content and Strategies

**Person Monitoring:**

Shannon Sviben

**By When/Frequency:**

July and ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff will be trained in the 7 Habits and continued support throughout the year to create successful Leader in Me classrooms

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

The school's website where the SIP can be found is [www.royalpalmcharter.com](http://www.royalpalmcharter.com)

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

To foster positive relationships with parents, families, and community stakeholders, the school will prioritize open communication channels, regular updates on student progress, inclusive events, and opportunities for active participation. We will ensure all families feel welcomed and informed about their child's education and the school's mission, thereby supporting student needs and building a strong community partnership.

#### Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

---

To strengthen our academic program, the school will implement strategies to increase the quantity and quality of learning time by providing a richer, accelerated curriculum through targeted professional development for teachers, utilizing technology to personalize student learning, incorporating some project-based learning activities, and offering extended learning opportunities and

tutoring outside of regular class time, allowing students to delve deeper into subjects and reach their full potential.

**How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

---

No Answer Entered

#### Strategies to Assist Preschool Children

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

---

No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

---

No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00