ROYAL PALM ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and 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

The mission of Royal Palm Elementary School teachers and staff is to provide students with the necessary skills to succeed in all academic areas. This will be done by utilizing current technology to support instruction across the curriculum in a comprehensive effort to enhance students' critical thinking skills which are essential in a rapidly changing society.

Provide the school's vision statement

The vision of Royal Palm Elementary School teachers, staff, and community is to equip our students with the skills to function successfully in a technology driven information age. Our goal is to provide the foundation that will enable them to succeed in school, to advance in their chosen careers, and to become informed citizens capable of making the critical decisions necessary in a democratic society.

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
Marta Garcia

Position Title
Principal

Job Duties and Responsibilities

Royal Palm Elementary Principal, Marta Garcia, provides a common vision for the use of data-based decision-making. In addition, the principal ensures that the school-based team is implementing MTSS/RtI by conducting assessment of MTSS/RtI skills of school staff and collecting documentation. Moreover, the principal provides adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Leadership Team Member #2

Employee's Name
Terry Thompson

Position Title
Assistant Principal

Job Duties and Responsibilities

Royal Palm Elementary's Assistant Principal, Terry Thompson, assists the principal in data-based decision making, provides information about core instruction, evaluates school core content standards and programs, identifies and analyzes existing behavior assessment and intervention approaches; identifies systematic patterns of student need, provides faculty with appropriate evidence-based intervention strategies, and assists with whole school screening in order to identify students who are working below grade level.

Leadership Team Member #3

Employee's Name
Melissa Herrero

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor, Melissa Herrero, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the counselor offers a repertoire of community agencies that offer assistance to children and families and to support the child's academic, emotional, behavioral, and social success. Ms. Herrero also monitors behavior data, conducts intervention for students identified through the MTSS, provides support and resources for parents, gathers information and data required for the RtI Process.

Leadership Team Member #4

Employee's Name
Nancy Perez

Position Title
ELL Compliance Specialist

Job Duties and Responsibilities

Ms. Perez is our ELL Compliance Specialist. She is assists in monitoring and responding to the

academic of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff, and shares best practices to help faculty meet the needs of our ELL students.

Leadership Team Member #5

Employee's Name
Mercedes Lazo

Position Title
ESE Chairperson

Job Duties and Responsibilities

Ms. Lazo is our ESE Chairperson. She coordinates Annual or Interim Individual Education Plan (IEP). She is responsible to maintaining current plans and communicating with classroom teachers regarding ESE students. She also assists in monitoring and responding to the needs of the students. Ms. Lazo also participates in student data collection, integrates core instructional activities/materials into Intensive instruction, and collaborates with general education teachers through activities such as co-teaching, small group pull-out, and tutoring.

Leadership Team Member #6

Employee's Name
Daneisy Mansito

Position Title
PLST New and Early Career Teacher Leader

Job Duties and Responsibilities

Ms. Mansito is a member of our Professional Learning Support Team serving as the New and Early Career Mentor. She is also the Grade Level Chairperson for 3rd Grade. As the New and Early Career Mentor, she works with and provides support to all beginning teachers at Royal Palm Elementary. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.

Leadership Team Member #7

Employee's Name
Lelys Malespin

Position Title
PLST Professional Learning and Growth Leader

Job Duties and Responsibilities

Ms. Malespin is a member of our Professional Learning Support Team serving as our Professional Development (P.D.) Liaison. As the P.D. Liaison, she works with the Leadership Team to propose and provide relevant Professional Development Activities based on the needs of the faculty. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates intensive interventions in order to meet the goal of increasing each student's rate of progress academically.

Leadership Team Member #8

Employee's Name
Erika Sanchez-Travieso

Position Title
PLST Instructional Coach/Content Expert Leader

Job Duties and Responsibilities

Ms. Sanchez-Travieso is a member of our Professional Learning Support Team as the Instructional Coach/Content Expert. As a member of the Leadership Team, she coordinates, monitors, and supports the fidelity of implementation of a range of instructional coaching practices to impact student achievement and teacher effectiveness positively and effectively.

Leadership Team Member #9

Employee's Name
Jacqueline Rodriguez

Position Title
PLST Digital Innovation Leader

Job Duties and Responsibilities

Ms. Rodriguez is a member of our Professional Support Learning Team as the Digital Innovation Leader. She coordinates, monitors, and supports the fidelity of implementation of a range of digital innovation tools used in the district in support of teaching and learning.

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.

The School Leadership Team meets periodically to discuss areas of concerns and action plan to address needs. The SLT will then share information with the faculty and staff. Afterwards, information is presented to the Educational Excellence School Advisory Committee (EESAC). The members of ESSAC consist of the Principal, the Assistant Principal, (2) teachers, (2) students, (3) parents, and (1) business owner. The Educational Excellence Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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))*

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**99.2%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20:**

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	0	12	5	2	2	3				24
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)		1	1	1						3
Course failure in Math		1			2	2				5
Level 1 on statewide ELA assessment				1	12	23				36
Level 1 on statewide Math assessment				1	4	15				20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	12	10	26						51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	4	1	10	1					19

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	4	6	1	11	12	24				58

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	5	2	0	1	1	0				9
Students retained two or more times	0	0	0	0	0	0				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	1	7	10	7	2	11				38
One or more suspensions										0
Course failure in ELA		1	2	2						5
Course failure in Math		1	2	1	1	1				6
Level 1 on statewide ELA assessment					17	16				33
Level 1 on statewide Math assessment					7	10				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	11	26	13						102

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	2	2	2	6	8				21

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

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022 DISTRICT†	2022 STATE†
ELA Achievement *	64	63	57	69	60	53	73	62	56
ELA Grade 3 Achievement **	68	63	58	69	60	53			
ELA Learning Gains	58	64	60				81	58	50
ELA Learning Gains Lowest 25%	52	62	57				65		
Math Achievement *	69	69	62	81	66	59	71	58	50
Math Learning Gains	52	65	62				70		
Math Learning Gains Lowest 25%	27	58	52				58		
Science Achievement *	75	61	57	81	58	54	80	64	59
Social Studies Achievement *								71	64
Middle School Acceleration								63	52
Graduation Rate								53	50
College and Career Readiness									80
ELP Progress	65	64	61	71	63	59	62	62	

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

**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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	530
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	71%	70%	56%		75%	77%

* 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	42%	No		
English Language Learners	55%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	56%	No		

	2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	71%	No		
Hispanic Students	71%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Economically Disadvantaged Students	73%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	44%	No		
English Language Learners	68%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	70%	No		
Multiracial Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	69%	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	64%	68%	58%	52%	69%	52%	27%	75%					65%
Students With Disabilities	33%	70%	20%	27%	45%	30%		50%					57%
English Language Learners	58%	62%	52%	56%	65%	49%	24%	68%					65%
Hispanic Students	64%	67%	58%	52%	69%	52%	27%	75%					65%
Economically Disadvantaged Students	64%	70%	54%	43%	62%	45%	27%	73%					65%

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	69%	69%			81%			81%					71%
Economically Disadvantaged Students	70%	73%			80%			83%					58%
Hispanic Students	68%	68%			80%			81%					57%
English Language Learners	67%	63%			81%			86%					57%
Students With Disabilities	39%	40%			67%								32%

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	73%		81%	65%	71%	70%	58%	80%					62%
English Language Learners	72%		82%	61%	68%	67%	59%	75%					62%
Students With Disabilities	41%		39%	27%	41%	61%	36%	60%					46%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	73%		81%	65%	70%	69%	58%	81%					62%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	72%		81%	66%	70%	69%	56%	77%					62%

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	58%	56%	2%	55%	3%
Ela	4	49%	55%	-6%	53%	-4%
Ela	5	62%	56%	6%	55%	7%
Math	3	80%	65%	15%	60%	20%
Math	4	66%	62%	4%	58%	8%
Math	5	59%	59%	0%	56%	3%
Science	5	74%	53%	21%	53%	21%

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?

Our 3rd grade reading proficiency was 68%. Even though this is the first year for accountability on its own, this percentage was higher when compared to 57% in 2023. Our ELA teachers utilized targeted small group instruction and monitored interventions carefully. ELL students received pull out services for ELA.

Lowest Performance

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

Based on the data analysis of our 2024 scores, our lowest performance area was Mathematics learning gains for our lowest 25% with 27% making learning gains in 4th and 5th grade. In 4th grade, only 19% of our L25 made gains while 35% of our 5th graders made gains. Moreover, only 52% of students made overall gains in mathematics. In 2023, we had a large number of students taking paper-based assessments. Based on teacher judgement, the accommodation did not reflect the true achiement level of students as questions were not higher level. Additionally, the scope of material from one year to the next is exponentially difficult.

Greatest Decline

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

Based on the data analysis of our 2024 scores, our school showed decline in proficiency in all areas with Mathematics at the forefront. ELA proficiency decreased from 69% in 2023 to 64% in 2024. Science proficiency decreased 6 percentage points from 81% in 2023 to 75% in 2024. Last, Mathematics proficiency decreased from 81% to 69% in 2024. There was a large percent of students who took the assessment using paper based accommodations. Based on teacher judgment, the students were not asked high level complexity questions. Therefore, the results were not a true representation of the student's true achievement. Teachers shared concerns that students had scored a Level 5 in mathematics when they still did not know basic multiplication 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.

Based on the raw data, our 4th grade ELA had the greatest gap when comparing district and state average. Fourth grade proficiency was 49% compared to 53% at the state and 55% at the district level. Our 3rd and 5th grade ELA averages were above the district and state level. In Mathematics, 5th grade proficiency was above the state average. However, the percentage was on par with the district average. Historically, our 5th grade tends to score above state and district averages. Our 3rd and 4th grade students scored above the state and district averages. Our 3rd grade Mathematics was 20 percentage points over the state average and 15 points over the district average.

EWS Areas of Concern

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

Attendance both student and staff attendance continue to be areas of concern. Additional guidelines need to be established to help identify students with chronic absenteeism.

Highest Priorities

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

1. Mathematics Learning Gains for all students and L25
2. ELA Learning Gains for all students and L25
3. Mathematics and ELA Proficiencey
4. Science ProficiencyGains
5. Student Attendance

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 Differentiation

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.

According to our 2024 FAST Data, our weakest area was math progress for the lowest 25% of students, with only 27% making gains in grades 4 and 5. Specifically, 19% of 4th graders and 35% of 5th graders improved. Overall, just 52% of students made learning math gains on the FAST PM3. Based on this data we have determined that the instructional practices and use of differentiated instruction to increase student knowledge was a mitigating factor. We will implement the targeted element of differentiation and professional development with a focus on knowledge of learners and instructional delivery to increase learning. In the 2024/2025 school year we look to make a 10% gain in all of the listed deficiencies.

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.

With the implementation of the Targeted Element of Differentiation with a focus on improving instructional practices and understanding the needs of our students, an additional 10% (for a total of 62%) of our lowest 25% will score at grade level or above on the FAST Math PM3.

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 conduct walkthroughs to ensure students are actively engaged and learners are being serviced according to their needs through differentiated instruction. Additionally, lesson plans will document specific activities targeting student needs. During collaborative planning, teachers will share best practices. Quarterly Data Chats will be conducted to review student progress, determine strengths, and address weaknesses.

Person responsible for monitoring outcome
Marta Garcia, Principal

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:
Differentiation is an approach that tailors instruction to meet the diverse needs of students. This method acknowledges that students have varying backgrounds, learning styles, abilities, and interests, and it aims to provide each student with an appropriate level of challenge and support. Through this process the individual needs of students will be met, and growth will occur.

Rationale:
Differentiation will ensure teachers are using instructional approaches, resources, and strategies that are customized to the student needs. The evidence-based strategy of differentiated instruction was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students as the teacher can tailor examples to match students' readiness levels. As a result, teachers will be able to analyze data to adjust groups and drive instruction.

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
The administrators will conduct weekly classroom walkthroughs and provide teachers with feedback related to instructional practices. This process will also guide decision making regarding professional development needs to improve ability to effectively deliver differentiation in the classroom.

Person Monitoring:	**By When/Frequency:**
Mrs. Marta Garcia - Principal, Mr. Terry Thompson Assistant Principal	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Administration will conduct walkthroughs to ensure students are actively engaged in their learning. Teachers will be given feedback accordingly. Focus will be placed on grouping of students for instruction based on relevant student data. As a result, teachers will be able to provide strategies and materials to achieve student growth.

Action Step #2
Administrators and teachers will conduct collaborative data chats monthly to analyze student data to determine patterns and the appropriate response to the data. Teachers will conduct data chats with students and with parents when additional support is necessary. As a result, students will receive specific and targeted support to foster growth.

Person Monitoring: **By When/Frequency:**
Mrs. Marta Garcia - Principal, Mr. Terry Thompson September 27, 2024
Assistant Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will conduct data chats with teachers, teachers will conduct data chats with students and parents. Teachers will document findings of data in a data binder to be reviewed frequently to ensure students are meeting desired goals.

Action Step #3
Teachers and administration will participate in professional development activities. As a result, teachers will be able to effectively analyze student data and gather resources to improve student learning through differentiated instruction.

Person Monitoring: **By When/Frequency:**
Mrs. Marta Garcia - Principal, Mr. Terry Thompson September 27, 2024
Assistant Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in ongoing professional developments to improve their ability to obtain and monitor student data. Administrative Team will provide professional development and mini-professional developments to ensure that teachers are well versed in accessing data. Data chats with teachers will provide indication of teacher's proficiency in utilizing data resources.

Action Step #4
Professional Development

Person Monitoring: **By When/Frequency:**
Marta Garcia - Principal Terry Thompson -   January 17, 2025
Assistant Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continuing with this strategy, teachers will engage in ongoing professional development to enhance their skills in obtaining and monitoring student data. The Administrative Team will offer both comprehensive and mini-professional development sessions to ensure teachers are proficient in accessing and utilizing data. Regular data chats with teachers will serve as a measure of their proficiency in using these data resources effectively. This approach ensures that teachers are continuously improving their data literacy, ultimately benefiting student outcomes.

Action Step #5
Classroom Walkthroughs

Person Monitoring: **By When/Frequency:**
Marta Garcia - Principal Terry Thompson -   January 17, 2025
Assistant Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continuing with this strategy, the Administration will conduct walkthroughs to ensure students are actively engaged in their learning. Teachers will receive feedback based on these observations. Emphasis will be placed on grouping students for instruction according to relevant student data. Consequently, teachers will be equipped to provide targeted strategies and materials to foster student

growth. This approach ensures that instructional practices are continuously refined to meet the diverse needs of all students.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

According to the 2024 FAST PM3 data, only 27% of our lowest 25% made learning gains in Math. Based on this data and the identified contributing factor showed that only 19% of our 4th grade lowest 25% had learning gains. Student readiness levels limit their ability to master grade level tasks along with lesson plans and instruction that do not set high expectations, we will implement the Targeted Element of Instructional Coaching/Professional Learning with a focus on using data to drive instruction, setting high expectations and instructional delivery.

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.

With the implementation of the Data Driven Instruction in Mathematics, an additional 15% (for a total of 42%) of our students in the Lowest 25% in 4th and 5th grade will make learning gains in mathematics as evidenced by the 2025 FAST given in May 2025.

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 conduct walkthroughs to ensure teachers are implementing strategies and best practices from the data chat sessions. Quarterly Data Chats will be conducted to adjust groups, discuss specific strategies for each group, and reflect on teaching practices. The Administration will conduct walkthroughs to ensure students are actively engaged in their learning. Additionally, lesson plans will document specific activities targeting student needs. During collaborative planning, teachers will share best practices. Quarterly Data Chats will be conducted to review student progress, determine strengths, and address weaknesses.

Person responsible for monitoring outcome
Marta Garcia, Principal

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:
Data Driven Instruction (DDI) is an educational approach that uses various forms of data, such as test scores and attendance records, to inform and guide teaching practices. By collecting and analyzing this data, teachers can identify student strengths and weaknesses, allowing them to tailor their instructional strategies accordingly. This continuous process of monitoring and adjusting helps in providing personalized learning experiences, timely interventions, and ultimately improving student outcomes. Collaboration among teachers and setting specific goals based on data are key strategies in effectively implementing DDI. Teachers will meet on a weekly basis with their grade level and/or department to develop targeted lessons focused on the standards. Implementation of Data Driven Instruction will be monitored through weekly lesson plans and daily walkthroughs.

Rationale:
Implementation of the Mathematics Standards and Data Driven Instruction will ensure that teachers are using the resources available through the district in an effort to target student learning and increase proficiency. Teachers will make adjustments to their plans, instruction, and delivery based on the specific needs of their students.

Tier of Evidence-based Intervention:
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
Provide professional learning for teachers on effectively using data to implement differentiated instruction and setting high expectations for all students. Focus will be placed on the grouping of students for instruction based on relevant student data. As a result, teachers will be able to identify appropriate resources for students.

Person Monitoring:	**By When/Frequency:**
Mr. Terry Thompson - Assistant Principal	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our administrators will provide teachers with professional development full day and mini-professional developments to increase their ability to access data, understand data and effectively use it to improve learning for targeted students. Review district assessments, quarterly data chats with our teachers to ensure that they know their students' strengths and weaknesses. Monitoring student data for growth will allow us to know the impact of this action.

Action Step #2
Instructional Walk-throughs

Person Monitoring:	**By When/Frequency:**

Mrs. Marta Garcia - Principal, Mr. Terry Thompson September 27, 2024
Assistant Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional walk-throughs will be conducted to ensure that our teachers are using data to support student learning(intervention, DI and supportive activities) in addition to following the district pacing guide and using critical resources. District assessments, teacher assessment data and PM1 data will be used to measure impact.

Action Step #3
Gradual Release of Responsibilities Model

Person Monitoring:	**By When/Frequency:**
Mrs. Marta Garcia - Principal, Mr. Terry Thompson September 27, 2024 Assistant Principal	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will ensure that teachers are providing explicit instructions to students by using the Gradual Release of Responsibilities Model (GRRM). The Gradual Release of Responsibilities Model (GRRM) is a structured teaching method that starts with explicit instruction. It guides students through learning with clear explanations and demonstrations (I do), followed by guided practice (We do), collaborative practice (They do), and finally independent mastery (You do). This model helps students gradually take on more responsibility for their learning. District assessments, teacher assessments, iReady data, and PM1 data will be used to measure impact.

Action Step #4
Instructional Walk-throughs

Person Monitoring:	**By When/Frequency:**
Mrs. Marta Garcia - Principal, Mr. Terry Thompson January 17, 2025 - Assistant Principal	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional walk-throughs will be carried out to ensure that our teachers are utilizing data to enhance student learning (intervention, differentiated instruction, and supportive activities) in addition to adhering to the district pacing guide and employing essential resources. District assessments, teacher assessment data, and PM2 data will be utilized to evaluate impact.

Action Step #5
Data Driven Instruction (DDI)

Person Monitoring:	**By When/Frequency:**
Marta Garcia - Principal Terry Thompson - Assistant Principal	January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continuing with this strategy, the implementation of the Mathematics Standards and Data Driven Instruction will ensure that teachers consistently utilize district resources to target student learning and enhance proficiency. Teachers will continuously refine their plans, instruction, and delivery methods based on the evolving needs of their students. This ongoing process will help maintain a dynamic and responsive educational environment.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

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.

According to the 2024 ELA PM3 our school scored 64% proficient. Although this is slightly higher than the 62% state average it is a decrease from our 2023 69% proficiency average and our 2022 73% average. Based on this data and the high number of students with substantial reading deficiencies, our area of focus will be on ELA specifically instructional practices. To improve in this area, we will implement the Targeted Element of Intervention with a focus on engaging all learners.

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.

With the implementation of the Targeted Element of Intervention with a focus on engaging all learners and maintaining a rigorous learning environment, an additional 6% (for a total of 70%) of our students will score at or above grade level on the ELA FAST PM3.

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.

Our ELA teachers for all grades will be monitored by supervising and participating in grade level common planning, ensuring that the district curriculum pacing guides are being followed and resources are being utilized to increase student learning. Common planning sessions will be conducted in a conducive work environment that provides adequate space for all teachers. The effectiveness of these sessions will be measured through district assessments, and PM1/PM2 data. Administrators will monitor teacher and student binders for updates and observe student-teacher data chats. The impact of these data chats on student learning gains and decreases will be closely monitored.

Person responsible for monitoring outcome
Mrs. Marta Garcia - Principal and Mr. Terry Thompson - Assistant Principal

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:

Intervention strategies aim to support students struggling with reading and writing. Common methods include choral reading, repeated reading, small group instruction, phonics instruction, vocabulary building, and the use of visuals and graphic organizers. These strategies help improve reading fluency, comprehension, and overall language skills. Regular progress monitoring ensures that interventions are effective and tailored to students' needs, often within frameworks like Response to Intervention (RTI).

Rationale:

This evidence-based strategy of Intervention was chosen as it addresses the needs of our lowest performing readers as well as our increasing ESOL population, it will ensure that all learners are receiving sufficient support in the classroom.

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

Teachers will use data to drive instructional practices to elevate student learning. As a result, teachers will identify the specific needs of all students and respond with the appropriate intervention to ensure student success.

Person Monitoring:	**By When/Frequency:**
Mrs. Marta Garcia - Principal, Mr. Terry Thompson - Assistant Principal	September 27, 2024

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

Informal and formal assessment data will be reviewed weekly by our teachers to determine the needs of our students. All data will be reviewed monthly at our grade level meetings to determine the efficacy of our strategies. Students in need of additional support will be supported by our intervention team.

Action Step #2

Student Data Chats will be conducted to gain further insight on the needs of our students in addition to encouraging them to own the learning process. As a result, students will take responsibility and set goals for achievement.

Person Monitoring:	**By When/Frequency:**
Mrs. Marta Garcia - Principal, Mr. Terry Thompson - Assistant Principal	September 27, 2024

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

Administrators monitor teacher and student data binders for updates. Administrators will sit in on(observe) student/teacher data chats. Student learning gains and decreases till be monitored for impact of data chats.

Action Step #3
Teachers will consistently assign creative extended learning opportunities for students to enrich and reinforce learning. As a result, students will increase their engagement and comprehension through real world application of classroom lessons.

Person Monitoring:	**By When/Frequency:**
Mrs. Marta Garcia - Principal, Mr. Terry Thompson - Assistant Principal	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Support online classroom activities in Schoology that offer real-world learning opportunities, field trips, in house field trips will be assigned on monthly basis. The administration will review and approve activities based on alignment with learning goals and standards.

Action Step #4
Extended learning opportunities to enrich and reinforce learning.

Person Monitoring:	**By When/Frequency:**
Mr. Terry Thompson - Assistant Principal	January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will persist in supporting online classroom activities in Schoology that provide practical learning experiences. Monthly, we will organize field trips, including in-house excursions. The administration will continue to review and approve these activities to ensure they align with our learning objectives and standards.

Action Step #5
Data Driven Instruction (DDI)

Person Monitoring:	**By When/Frequency:**
Marta Garcia - Principal Terry Thompson - Assistant Principal	January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continuing with this strategy, our teachers will review informal and formal assessment data on a weekly basis to pinpoint and address student needs. Furthermore, all data will be analyzed monthly during grade level meetings to assess the effectiveness of our strategies. Students who require additional support will be assisted by our intervention team. This ongoing review process ensures that our instructional methods remain effective and responsive to the evolving needs of our students.

IV. Positive Culture and Environment

Area of Focus #1
Student Attendance

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.

According to the Power BI Attendance data from the 2023/2024 school year 25% of our Tier 1 watch/ Tier 2 /Tier 3 students had 16-30 absences. Based on this data we will implement the Targeted Element of Student Attendance.   The 2023 FAST proficiency data showed that only 26% of our Tier 1 watch/Tier 2/Tier 3 students were proficient. This high rate of absenteeism contributes to student loss of learning. Our team has decided that this is a critical need area.

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.

During the 2023-2024 school year 25% of our Tier 1 watch/Tier 2/Tier 3 students were absent between 16-30 days. With the evidence-based intervention strategies of Attendance Initiatives, Character Education/Values Matter and
Rewards/Incentives we will reduce the number of Tier 1 Watch/Tier 2/Tier 3 students with 16-30 absences by 10% (for a total of 15%) by the FAST PM3.

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 Leadership Team will work collaboratively with the school counselor, Community Involvement Specialist, and teachers to identify families who have poor attendance, determine root cause for absences, and develop an action plan to improve daily attendance. The school counselor along with the Mental Health Coordinator from the District and the Mental Health Professional from Nicklaus Children's Hospital will mentor students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will implement a schoolwide attendance plan where the attendance clerk will monitor daily attendance and call families of students who are absent. Once a child is absent 3 times, the Counselor or the CIS will contact families. On a weekly basis, the Leadership Team will discuss attendance trends and make parental contact if necessary.

Person responsible for monitoring outcome
Mr. Terry Thompson - Assistant Principal

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:
Within the Area of Focus of Positive Culture and Environment, our school will focus on Target Strategic Attendance Initiatives. We will establish a rewards/incentives program for students and classrooms that reach attendance goals weekly, monthly and quarterly. This strategy will provide positive reinforcement to encourage students to attend school regularly. We will review attendance data via the Attendance Team regularly. This strategy involves close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Attendance Initiative

Person Monitoring: **By When/Frequency:**
Terry Thompson, Assistant Principal   September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation of a school-wide attendance initiative will set clear expectation and provide support for students and parents who struggle with attendance. The Attendance Review Committee which includes the school counselor, community involvement specialist, will use Power Bi, the daily attendance bulletin and gradebook to monitor student attendance. Students with 3 or more absences will be referred to the ARC and closely monitored moving forward for support and compliance. Student weekly grades, quarterly grades and assessment scores will be monitored to determine growth. Attendance will be reviewed weekly to ensure that student goals are being met. ARC team will address attendance issues and provide supportive services for improvement. We will have an attendance challenge and reward students with quarterly perfect attendance. We will acknowledge classrooms with daily perfect attendance by displaying the attendance banner in that classroom. The ARC team will conduct monthly reviews of overall progress towards our stated goal.

Action Step #2
Character Education/Values Matter

Person Monitoring: **By When/Frequency:**
Terry L. Thompson, Assistant Principal   September 27, 2024

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

The Attendance Review Committee; Terry Thompson(Assistant Principal), Melissa Herrara(Counselor) and CIS will implement the district sponsored Character Education/Values Matter program ensuring that all students and especially the targeted group participates in activities involving monthly highlighted values. Students being nominated for Student of The Month, and changing attitudes about school and attendance will be measured by participation and daily attendance. The school will implement the Character Education/Values Matter district initiative with fidelity. Student will be encouraged monthly to subscribe to core values that build better students. The school will monitor the impact of this action step by tracking the number of students nominated for schoolwide and district wide recognition. Emphasis will be placed on students being present to school to participate. The Attendance Review Committee will review attendance weekly to ensure that student goals are being met. ARC team will address attendance issues and provide supportive services for improvement. We will have an attendance challenge and reward students with quarterly perfect attendance. We will acknowledge classrooms with daily perfect attendance by displaying the attendance banner in that classroom. The ARC team will conduct monthly reviews of overall progress towards our stated goal.

Action Step #3
Rewards/Incentives

Person Monitoring: **By When/Frequency:**
Terry L. Thompson, Assistant Principal   September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ARC will provide rewards and incentives for students through a series of student and classroom attendance challenges. Students with perfect or improved attendance will be able to receive rewards such as snacks, toys, and special privileges. Classrooms with daily perfect attendance will be able to display the perfect attendance banner. Students with quarterly perfect attendance and most improved attendance will be publicly acknowledge for their success. The ARC will monitor daily, weekly and monthly attendance of target students via the attendance bulletin to see growth and needed improvement.

Action Step #4
Rewards/Incentives

Person Monitoring: **By When/Frequency:**
Marta Garcia - Principal   January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continuing with this strategy, classrooms achieving 10 days of perfect attendance will be publicly acknowledged and rewarded with a popsicle party. This will be facilitated through the daily attendance bulletin and teacher reporting. This approach not only promotes regular attendance but also fosters a sense of community and celebration among students.

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

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))

Royal Palm Elementary recognizes the importance of strong relationships with parents, families, and community stakeholders to fulfill its mission, meet student needs, and ensure effective communication. To achieve these goals, school information, curriculum materials, and Title I resources are shared on our school website www.royalpalmelementary.net. Moreover, information is shared during out Title I Annual Parent Meeting. There is a collaboration among faculty, parents,

students and community to provide input in the update and review of the Parent and Family Engagement Plan. The partnership between school and home will assist in providing high quality instruction for all learners.

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

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))

The school offers Title III After School Tutoring for our ELL Learners. Moreover, hourly teachers are hired to provide assistance in core subject areas including reading, mathematics, and science which are targeted Areas of Focus on our SIP (Differentiated Instruction and ELA). Our school will continue with our Robotics Club, and we will be offering a Spanish Book Club to address our ELL students. We have an on-going partnership with The Education Fund and Young Friends of the Everglades (which has earned us the Green Flag designation). These organizations provide real-world learning experiences that incorporate lessons in math, science, reading and social studies.

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))

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

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

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

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

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))

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

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))

Our school hosts an annual Career Day in the Spring. We contact families within our school and community/business partners in an effort to raise awareness of the various careers and programs available. Our students are also invited to attend Curriculum Expos and Magnet Fairs to broaden their access to specific careers.

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)).

Royal Palm Elementary MTSS/RtI team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention. Royal Palm Elementary has a school-based Multi-Tiered Support System/Response to Intervention. The MTSS Team includes the Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the School Psychologist, the Speech Language Pathologist, and the School Counselor. Occasionally, the MTSS/

RtI team may call upon the School Social Worker. Other stakeholders may be called as needed. Royal Palm Elementary uses the MTSS/RtI as a general education initiative where levels of support (resources) are allocated in direct proportion to student needs. There are three levels of support which include Core Instruction, Supplemental Instruction, and Intensive Instruction and/or behavioral interventions in order to increase individual students' rate of progress. There will be an ongoing evaluation method established for services at each tier to monitor effectiveness of meeting school goals and student growth as evidenced by on-going assessments. The four step problem solving model (problem identification, problem analysis, intervention implementation, and response evaluation) will be used to plan, monitor, and revise instruction and intervention.

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)).

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

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))

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

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).

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