

Royal Palm ES (1851)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2018 - 2019)	C
Title 1 School	Yes
Differentiated Accountability (DA)	No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Professional Learning Community	Tuesday Wednesday Thursday	1st, 2nd, 3rd	9/3/2019 - 5/7/2020	2:45 PM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2017-2018						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	115	35.00	1.00	0.00	0.00	4.00
01	108	20.00	1.00	0.00	0.00	1.00
02	108	21.00	0.00	0.00	0.00	2.00
03	101	16.00	8.00	0.00	32.00	22.00
04	190	28.00	10.00	0.00	76.00	26.00
05	167	29.00	6.00	0.00	61.00	19.00

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The following strategies will be employed by Royal Palm to improve the academic performance of scholars identified by the early warning system:

- Checking out ELA leveled readers from Reading Resource Room to include both on grade level text and differentiated instruction
- Extended learning time (K-5)

- i-Ready reading and math
- Push-in/Pull-out scholars based on instructional needs by literacy/support person
- ESE support person will also provide instructional support to scholars with an IEP
- Implementation of Uncommon reading and math lesson plans to target tier 1 instruction on scholars grade level

RTI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Thursday	1st, 2nd, 3rd, 4th	8/27/2019 - 4/9/2020	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC UPLOAD CENTER

File Name	Meeting Month	Document Type	Uploaded Date
SAC-agenda-Feb-2020.doc	February	None	2/27/2020
SAC-November-Agenda-2019.doc	November	None	2/27/2020
SAC-agenda-Dec-2019.doc	December	None	2/27/2020
RPE-Mid-Year-Reflection-2020.pdf	February	Monitored	2/18/2020
1851_10192018_1851_11032017_Bylaws-SAC-2019-2020.doc	October	SAC ByLaws	10/18/2019
Sept.-agenda-2019.docx	October	Monitored	10/16/2019
RPE-SAC-Oct-agenda-2019.doc	October	Monitored	10/16/2019

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

GOALS

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

- Literacy Coach, Olitha Brunson
- Literacy Support, Jaqueline Clenace
- Principal, Mr. Darby
- Intern Principal, Mrs. Elie

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

- i-Ready- Intern Principal Ms. Priscille, intern principal
- School City-Intern Principal Ms. Elie, intern principal & Ms. Brunson
- BAS-Literacy Coach Ms. Brunson
- Access-Ms. Kessler

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

- RtI
- Monitoring through i-Ready and School City groups
- Extended hour through Power Hour
- Extended Learning Opportunities after school
- Implementing the functional basic skills course
- Push-in/Pull-out with literacy support person, Ms. Clenace

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

- Push-in/Pull-Out for SWD ESE resource teacher-Mr. Tyler
- Push-in with literacy support Ms. Clenace
- RtI conducted by RtI liaison, literacy coach, ESE specialist
- Phonics for reading provided by teachers during extended learning time
- Document Based Questioning (DBQ) conducted by classroom teachers
- Leveled Literacy Intervention (LLI) conducted in grades K-2 also by classroom teachers
- Super QAR focusing on improving comprehension skills provided by ESE teacher and classroom teachers based on need

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Through Professional Learning Community we are addressing our professional learning in the areas of standards-based instruction and using data to drive instruction.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

- Push-in/Pull-out with our bilingual ESOL teacher assistant
- Use of ESOL strategies in ELA
- WIDA website resources