

# 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 (2017 - 2018)	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 Communities: Collaborative Grades	Monday Tuesday Wednesday Thursday	1st, 2nd, 3rd	9/4/2018 - 5/23/2019	3:15 PM - 4:00 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: 2016-2017						
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	108	31.50	0.90	0.00	21.30	11.10
01	120	19.20	0.00	0.00	11.70	3.30
02	110	25.50	0.00	0.00	14.50	7.30
03	138	10.10	5.10	0.00	31.90	5.10
04	180	22.80	6.10	0.00	32.20	12.20
05	147	19.00	6.10	0.00	36.70	10.90

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

For the 2017-2018 school year, over 50% of grade 3-5 students scored a level 1 in the ELA or Math Florida Standards Assessment (FSA). As a result, the following strategies were put into place:

- Reading Resource Room

- 4th & 5th grade departmentalized teaching model
- Balance Literacy Approach in grades K-5
- Extended learning time (K-5)
- Implementing the use and monitoring student's data using School City assessment
- IReady reading and math
- Mentoring (5000 Role Models & Mentoring Tomorrow's Leaders)
- Afterschool Tutoring

**RTI TEAM MEETING SCHEDULE**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd	9/4/2018 - 3/5/2019	8:00 AM - 3:00 PM
Tuesday	1st, 3rd	9/4/2018 - 3/5/2019	8:00 AM - 3:00 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	
<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>	

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
<a href="#">RPE-SAC-November-Minutes-2018.doc</a>	November	Monitored	1/9/2019
<a href="#">SAC-Minutes-Dec-2018.docx</a>	December	Monitored	1/7/2019
<a href="#">SAC-agenda-Dec-2018.doc</a>	December	Monitored	12/20/2018
<a href="#">SAC-November-Agenda-2018.doc</a>	November	None	11/14/2018
<a href="#">sept-2018-19-sign-in-sheet.pdf</a>	November	None	11/2/2018
<a href="#">oct-2018-19-sign-in-sheet.pdf</a>	October	A+ Funds	11/2/2018
<a href="#">RPE-SAC-Oct-agenda-2018-19.doc</a>	October	A+ Funds	11/2/2018
<a href="#">SAC-Sept.-agenda-2018.docx</a>	November	ByLaws	11/2/2018
<a href="#">1851_11032017_Bylaws-SAC-2018-2019.doc</a>	October	SAC ByLaws	10/19/2018

**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
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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
1	303	476 of 717	-303	146	292

**GOALS**

**As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?**

As evidenced in the SES Band Data, ELA will be the content area that will be the focus for improving student achievement and this was chosen because for the past three years our trend data shows that we have been increasing in our proficiency, however, our ELA learning gains have been inconsistent.

**What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?**

Specific BEST practices that will be implemented or scaled up to improve teaching and learning in order to increase performance within the SES band will include but not limited to the following:

- standards based professional development
- data analysis and chats with teachers
- writing professional development
- professional learning communities with a focus on ELA
- Unwrapping the standards professional development

**Describe in detail how the BEST Practice(s) will be scaled-up.**

- Teachers will participate in a full day of unwrapping the standards professional development developed by our instructional coaches, which the coaches will also infuse a lesson on increasing the complexity and rigor in center and instructional activities.
- Instructional coaches will also model and provide coaching to teachers as well as go through the coaching cycle with teachers especially the teachers in need.
- District teaching and master coaches will be assigned to our new teachers
- Classroom walkthroughs and feedback will be conducted and shared with all teachers.

**What specific school-level progress monitoring data is collected and how often?**

- School City generated assessment
- Benchmark Assessment System (BAS)
- i-Ready Diagnostic, Mid, and Winter Assessments

**How does the school ensure the fidelity of students not progressing towards school and district goals?**

Students are targeted and participate in afterschool tutoring in reading, writing, and math  
 Students receive either push-in/pull-out support from ESE resource teacher for selected ESE students receiving services  
 Students receive additional time of double dosing small group instruction which could be outside of the 90 minute reading block  
 Students are assigned extra lessons through i-ready  
 Students receive differentiated small group instruction based on their instructional needs or deficiencies

**How does the school 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 weekly grade level meetings  
 Through weekly grade level and content level professional learning communities  
 Through data chats with teachers  
 Through monthly professional development sessions

**How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?**

Through classroom walkthroughs  
 Coaching with teachers  
 RtI referrals  
 Monitoring assessments and student item analysis

**Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?**

Reading Resource Room with a level readers at all levels (k-2)  
 Ready LAFS book (3-5)  
 Phonics for Reading (1-5)  
 Fountas & Pinnell Leveled Literacy Intervention System (LLI) (K-2)

**STRATEGIES & ACTIVITIES**

**Strategies**

**Persons responsible    Deadline    Professional Development    Budget**

**Strategies**

Provide all classroom teachers with professional development aligned to unwrapping the standards. This will take place during planning periods and PLCs. Monitor i-Ready personalized learning for student reports, usage, and pass rate. Provide Extended Learning Opportunities afterschool for students. Students attending will receive instruction on reading. Provide all classroom teachers with professional development aligned to unwrapping the standards. This will take place during planning periods and PLCs.

<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Administration	4/5/2018	Deconstructing the standards Professional Development & i-Ready Professional Development	\$0.00

**BPIE FILES**

<b>File Name</b>	<b>Uploaded Date</b>
<a href="#">RPE-BPIE 2018.pdf</a>	11/9/2018