

## A word cloud graphic featuring various educational terms. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'increased', 'achievement', 'ambitious', 'supportive', 'problem solving', '8-Step', 'zero', 'college', 'career', 'assessment', 'effective', 'leadership', 'strategies', and 'resources'. The words are in various shades of blue and yellow.

## Royal Palm School

6650 LAWRENCE RD, Lantana, FL 33462

[www.edline/pages/royal\\_palm\\_school](http://www.edline/pages/royal_palm_school)

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

Yes

**Charter School**

No

**Minority**

%

### School Grades History

Year

Grade

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>30</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Royal Palm School is to provide students with a quality education designed to meet their individual needs and to reach their maximum potential through personalized learning experiences, facilitated by educators and supported by parents and the community.

##### Provide the school's vision statement

Our vision is to create a state of the art facility and program with highly qualified, dedicated, caring staff collaborating to provide a curriculum that empowers students and parents to transition to becoming self advocates for adult life needs.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- \*Black History Celebration
- \*Hispanic Heritage Celebration
- \*Honoring Veterans
- \*Multicultural Day acknowledging Jewish, Caribbean, Haitian, Egyptian, Iranian, African, Hispanic cultures
- \*Summer School Theme addressed four different countries and cultures

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

- \*School-wide Matrix of Behavior Expectations
- \*Safety Committee - Staff only
- \*Crisis Action Team (CAT)
- \*Student lead committees (Student Government, School Newspaper)
- \*Behavior Resource Teacher
- \*Five Behavior Intervention Associates (BIA)
- \*Low student-teacher ratio
- \*Security Cameras
- \*Fences
- \*Locked Campus
- \*Classroom Management Plans
- \*Positive Staff Outlook
- \*Students escorted to all classes/ to and from buses
- \*Crisis Response Team and practices

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



School-wide Matrix of Behavior Expectations and all classroom management plans and expectations are posted. All rules and procedures are reviewed daily with students. Discipline referral procedures are reviewed with staff. Crisis Action Team (CAT) are trained on district approved Preventative Crisis Management (PCM) procedures.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Small group counseling with school psychologist. Transition Specialist mentors students to succeed in off-campus work sites. Classroom teachers monitor students who have social/emotional needs as addressed on their IEP.

The Behavior Resource teacher will counsel students with behavioral issues.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Teachers submit a monthly attendance log to administration to determine excused or unexcused absences and tardies. Teachers are required to call parents if student is out 5 days. If a student is absent 50% or more for a grading period, they receive an incomplete which converts to an "F" and do not receive credit for that grading period.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	2	2	3	7	1	4	1	0	2	1	2	5	33
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	2	3	2	2	2	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Emergent on Reading FAA	0	0	0	14	8	11	8	10	9	15	14	0	0	89
Emergent on Math FAA	0	0	0	16	8	10	8	11	8	16	14	0	0	91

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	4	5	6	7	9	11	
Students exhibiting two or more indicators	6	1	4	1	2	2	16

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

- \*Checking attendance records
- \*Phone calls and written communication regarding attendance
- \*More one on one assistance in the classroom
- \*Interventions with resource staff to augment teachers' instruction
- \*Classroom management plans to address behavioral issues

- \*Behavior intervention staff to address severe behaviors
- \*Supplemental materials to address areas of weakness in reading and math
- \*Professional development on new ELA and Math Access standards and strategies
- \*Implementation of FAA practice assessments

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/179828>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Volunteer Business Partner Coordinator contacts local businesses to support school functions and operations. They are invited to participate in the School Advisory Council (SAC) meetings. Examples of support include Home Depot (beautification of the school site), Barnes and Noble (provide fundraisers), Kings Point (woodworking materials to support classroom activities), Project Linus (crochet afghans for students in wheelchairs), Palm Beach County Library System (provide literacy activities and books). We acknowledge their involvement with the school Volunteer Business Partner Appreciation Breakfast.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Henry, Bradley	Principal
Jerome, Bonnie	Assistant Principal
Athavale, Mohini	Other
Saraceni, Maria	Other
Ziegenfuss, Joann	Teacher, Career/Technical
Cruise, Elizabeth	Other
Craddock, Kristi	Teacher, ESE
Sholin Patterson, Nancy	Teacher, ESE
Bloom, Alan	Teacher, ESE
Krasner, Robin	Teacher, ESE
Nair, Jagathy	Teacher, ESE
Stankevicius, Elizabeth	Teacher, PreK
Vlachos, Lisa	Other

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Team meets monthly under the direction of a chairperson and the administration of the school. The role of each team member is to ensure improvement within the school and share information that facilitates the operation of the facility , SIP fidelity and meet students needs and ensure a safe environment.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Royal Palm School is an Exceptional Student Education Center. Royal Palm School does not have a school based RTI Leadership Team, however, we do have a Leadership Team. All students have gone through the Rtl and Tier levels and placed into ESE before Royal Palm School is recommended. Our MTSS is comprised of committees that address the needs of the school and students. The team assist the Principal and Assistant Principal in setting school curriculum and school's goals.

Title I, Part A funds will be used to purchase additional assistance with research based reading instruction, math instruction and support literacy at Royal Palm School. Title I funds will also be used to purchase literacy software, math software, iPads, communication devices and communication devices and accessories. The school coordinates with Title I in ensuring staff development needs are provided such as in-service workshops to provide strategies to teachers and parents (material training for teachers) and in-county workshops. Title I funds are also used for the Parent Involvement Handbook, interpreters for meetings, parent involvement supplies and materials. The school also receives supplement funds for improving basic education programs through the purchase of small equipment to supplement education programs. Technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. As mentioned above Title I pays for professional development, and family involvement training's if funds are available.

Title I, Part C-Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D-District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II,-The district coordinates with Title II to ensuring staff development needs are provided. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III,-The district coordinates with Title III to ensuring staff development needs are provided. Services provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X,-Homeless, District homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

The following programs are NA to Royal Palm School: Supplemental Academic Instruction (SAI), Housing Programs, Head Start, Adult Education

For the Violence Prevention Program our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIOR, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs. Royal Palm School also collaborates with programs such as Department of Children and Family Services. Staff members also receive grants from the Education Foundation.

Nutrition Program breakfast is free to all student at Royal Palm School.

Career and Technical Education-Proposals are submitted annually to enhance selected Vocational programs for regular, disadvantaged, and handicapped students in grades 7-12.

Job Training- A school based coordinator works with students, teachers and local business' to provide students the opportunity to learn necessary job performance skills.

Required instruction listed FL Statute 1003.42(2), as applicable to grade levels.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Bradley S. L. Henry	Principal
Robert Snook	Education Support Employee
Debbie Veglia	Parent
Dominic Veglia	Student
Valerie Mathieu	Business/Community
Michele Crooks	Education Support Employee
Nate Epstein	Business/Community
Krystin Weiss	Parent
Paul Forrest	Business/Community

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

We held monthly SAC meetings and reviewed various sections of the School Improvement Plan (reading, mathematics & parent involvement) with the participants. We made revisions (budget) as seen necessary.

*Development of this school improvement plan*

A survey is generated by the SAC committee and given to parents, staff and community partners for their input on establishing goals for the SIP. All components of the SIP are completed in collaboration with SAC for final approval.

*Preparation of the school's annual budget and plan*

The Title I contact met with district Title I resource staff to review the needs of the school to generate a budget. This was shared monthly at the School Advisory Council meetings.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The state did provide school improvement funds for FY14/15. We were allocated \$2,250.00. These funds will be used to support academic goals and/or staff development.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Henry, Bradley	Principal
Jerome, Bonnie	Assistant Principal
Forman, Shari	Administrative Support
Crooks, Michele	Administrative Support
Edwards, Tim	Psychologist
Stanley, John	Administrative Support
Mrazovich, Sally	Instructional Media
Snook, Robert	SAC Member
Cruise, Elizabeth	Teacher, ESE

**Duties**

***Describe how the LLT promotes literacy within the school***

1. Continue collaboration among teachers to develop lessons/activities incorporating the district's reading curriculum.
2. Jump Start for Reading endorsed through Literacy Coalition
3. Celebrity Reading Day
4. Read for the Record

5. Two Scholastic Book Fairs
6. Links to Literacy parent staff training

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Co-planning, team meetings, pre-IEP meetings, co-teaching with department team members, resource staff (Speech Language Pathologist, Physical Therapist, Occupational Therapist, Visually Impaired teacher, Deaf and Hard of Hearing teacher) providing classroom instructional strategies.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Meet regularly with new teachers (Assistant Principal)
2. Partner new teachers with veteran teachers (mentoring) (Assistant Principal)
3. Provide professional development training and workshops throughout the year (Professional Development Contacts, ESE Coordinators, Principal, Assistant Principal)
4. Nationally board-certified teachers provide support to new and veteran teachers (Nationally Board-Certified Teachers)
5. Solicit referrals from current employees (Principal)
6. Hire HQ teachers and Paraprofessionals (Principal)

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Provide guidance for Professional Growth Plans that promote student learning and strengthen teachers knowledge of instructional strategies.

Types of support include the following:

Support Team

Classroom observations

Pre-Post-Planning conferences meetings

Professional development opportunities, written and oral feedback.

Modeling of lessons using best practices

Discussing Marzano's Art and Science of Teaching-Complete TrainU course

Completion of the following FEAPs:

-The Learning Environment

-Veteran Teacher Observation

-Instructional Design & Planning

-Instructional Delivery & Facilitation

-Assessment

Mentors are assigned based on like certification and departments

Teacher-Laura Geisenheimer Mentor-Shari Forman

Teacher-Stacey Chamberlain Mentor-Shari Forman

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

We are required to utilize Palm Beach County School District's Intellectually Disabled curriculum which is Unique Learning Systems (ULS). The ULS curriculum is based on Florida/Common Core Standards for grades K-12.

**Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

FAA data is reviewed and students shown with a potential to increase learning gains are identified. Instruction is modified/supplemented with one on one tutorial with teacher and resource staff. Classrooms are supplied with additional materials to support the curriculum including books, technology devices (iPads and AAC devices) and online website subscriptions. Three iPad trainings were provided for teachers. Providing parents with literacy and math trainings and at home activities.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Year

**Minutes added to school year:** 6,840

The school district will have ESY for our eligible ESE students Pre-K-12th grade for FY 15

**Strategy Rationale**

Students will maintain or increase their academic skill level in accordance with their IEP goals.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Jerome, Bonnie, [bonnie.jerome@palmbeachschools.org](mailto:bonnie.jerome@palmbeachschools.org)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected based on IEP objectives and progress is monitored at the end of Extended School Year.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

1. Promote children's success to kindergarten through three activity components (1) staff development (2) technical assistance and (3) parent education.
2. Provide training to parents on preparing their children for kindergarten (Pre-Kindergarten to Kindergarten Transition).



3. Collaboration between outside agencies such as Children's Services Council Parent Education, Department of Pre-K, the Palm Beach County Home Extension Coop and Universities.
4. Materials (Exceptional Parent Magazine, community resource books "Where to Turn", parenting magazines, Mailbox magazine, video tapes, DVDs, etc.) will be housed in the "Family Resource Center/Lending Library" for parent to relax and enjoy children's literature books and to check out to read to their children.
5. Schedule community based workshops for parents addressing school readiness topics
6. Provide parents with readiness resources from the parent center to foster skills before transitioning to elementary school programs.
7. Recommend families to attend Kindergarten Round-Up at their SAC school.
8. Pre-K teachers will have professional development with district personal to discuss alignment of the Pre-K curriculum and Florida Standards to help with the readiness transition to Kindergarten.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Ninth Grade students perform significantly below grade level and are enrolled in modified course curricula called ACCESS Courses and are currently pursuing a standard diploma. Tenth, Eleventh and Twelfth Grade students perform significantly below grade level and are on a special diploma track, therefore, students are not required by the state to choose a course of study.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

High School students are required to take a post school credit as graduation requirement. Preparation for post school adult living incorporates Science, Math, Social Skills and career preparation strategies, students will use throughout their adult life.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Due to the cognitive levels of our student population (ESE) this is not applicable. However, we refer students who we feel are competitively employable to Vocational Rehabilitation for post school employment services.

Students have also been referred to the Agency For Persons With Disabilities for meaningful day activity funding.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

This is not applicable to our school's student population (ESE).



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Royal Palm teachers collaborate and provide differentiated math instruction using a multi-sensory approach, then 15% of Royal Palm students will meet proficiency on statewide math assessment.
- G2.** If Royal Palm School provides parents with math and reading training strategies for students, then 15% of Royal Palm School students will meet proficiency on statewide reading and math assessments.
- G3.** If Royal Palm teachers collaborate and provide instruction in theme vocabulary and emergent reading skills, then 15% of Royal Palm students will meet proficiency on statewide reading assessment.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If Royal Palm teachers collaborate and provide differentiated math instruction using a multi-sensory approach, then 15% of Royal Palm students will meet proficiency on statewide math assessment. 1a

**Targets Supported**

1b

G053743

Indicator	Annual Target
FAA Mathematics Proficiency	15.0

**Resources Available to Support the Goal** 2

- Title I Funds and School Improvement funds for trainings.

**Targeted Barriers to Achieving the Goal** 3

- A lack of training on how to teach abstract math concepts to the Intellectually Disabled (IND) population.

**Plan to Monitor Progress Toward G1.** 8

Daily data collection on math lessons.

**Person Responsible**

Bonnie Jerome

**Schedule**

Quarterly, from 10/9/2014 to 6/4/2015

**Evidence of Completion**

Teacher data sheets

**G2.** If Royal Palm School provides parents with math and reading training strategies for students, then 15% of Royal Palm School students will meet proficiency on statewide reading and math assessments. 1a

 G053744

**Targets Supported** 1b

Indicator	Annual Target
FAA Mathematics Proficiency	15.0
FAA Reading Proficiency	15.0

**Resources Available to Support the Goal** 2

- Title I and School Improvement Funds

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge of various handicapping conditions and implementation of educational strategies.

**Plan to Monitor Progress Toward G2.** 8

Parent evaluation at the end of each training.

**Person Responsible**

Bonnie Jerome

**Schedule**

Monthly, from 9/16/2014 to 5/5/2015

**Evidence of Completion**

Work samples of implementation of at home training strategies.

**G3.** If Royal Palm teachers collaborate and provide instruction in theme vocabulary and emergent reading skills, then 15% of Royal Palm students will meet proficiency on statewide reading assessment. 1a

G053745

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	15.0

**Resources Available to Support the Goal** 2

- Title I and School Improvement funds

**Targeted Barriers to Achieving the Goal** 3

- A lack of training on how to teach emergent reading skills to the Intellectually Disabled (IND) population.

**Plan to Monitor Progress Toward G3.** 8

Daily data collection on reading lessons.

**Person Responsible**

Bonnie Jerome

**Schedule**

Quarterly, from 10/9/2014 to 6/4/2015

**Evidence of Completion**

Teacher data sheets

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key


**G1.** If Royal Palm teachers collaborate and provide differentiated math instruction using a multi-sensory approach, then 15% of Royal Palm students will meet proficiency on statewide math assessment. **1**

 **G053743**

**G1.B1** A lack of training on how to teach abstract math concepts to the Intellectually Disabled (IND) population. **2**

 **B135717**

**G1.B1.S1** Provide trainings on abstract math instruction. **4**

 **S147653**

### Strategy Rationale

To increase student outcome on statewide math assessments.

### Action Step 1 **5**

Royal Palm School instructional staff will receive training on abstract math strategies and additional materials to support instruction.

### Person Responsible

Bonnie Jerome

### Schedule

Quarterly, from 10/9/2014 to 6/4/2015

### Evidence of Completion

Sign-in sheet, agenda, homework

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Meet to develop a schedule for training.

**Person Responsible**

Bonnie Jerome

**Schedule**

On 10/7/2014

***Evidence of Completion***

A copy of the schedule, agenda, minutes of the meeting, homework and materials produced.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Meetings will be held to learn about effective strategies.

**Person Responsible**

Bonnie Jerome

**Schedule**

Quarterly, from 10/9/2014 to 6/4/2015


***Evidence of Completion***

Teacher data collection, Lesson Plans


**G2.** If Royal Palm School provides parents with math and reading training strategies for students, then 15% of Royal Palm School students will meet proficiency on statewide reading and math assessments. 1

 G053744

**G2.B1** Limited knowledge of various handicapping conditions and implementation of educational strategies. 2

 B135718

**G2.B1.S1** To create parent trainings highlighting reading and math strategies to be implemented at home for Intellectually Disabled (IND) students. 4

 S147654

### Strategy Rationale

To increase student outcome on statewide assessments.

### Action Step 1 5

Provide parents with trainings (Parent Learning and Understanding Student Strengths - PLUSS)

#### Person Responsible

Bonnie Jerome

#### Schedule

Monthly, from 9/16/2014 to 5/5/2015

#### Evidence of Completion

Agenda, sign-in sheets, evaluations

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review of evaluations

#### Person Responsible

Bonnie Jerome

#### Schedule

Monthly, from 9/16/2014 to 5/5/2015

#### Evidence of Completion

Sign-in sheets, evaluations

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Review of evaluations

**Person Responsible**

Bonnie Jerome


**Schedule**

Monthly, from 9/16/2014 to 5/5/2015


**Evidence of Completion**

Analyzing parent responses on evaluations.


**G3.** If Royal Palm teachers collaborate and provide instruction in theme vocabulary and emergent reading skills, then 15% of Royal Palm students will meet proficiency on statewide reading assessment. 1

 G053745

**G3.B1** A lack of training on how to teach emergent reading skills to the Intellectually Disabled (IND) population. 2

 B135719

**G3.B1.S1** Provide trainings on emergent reading skills. 4

 S147655

**Strategy Rationale**

To increase student outcome on statewide reading assessments.

**Action Step 1** 5

Royal Palm School instructional staff will receive training on emergent reading strategies and additional materials to support instruction.

**Person Responsible**

Bonnie Jerome

**Schedule**

Quarterly, from 10/9/2014 to 6/4/2015

**Evidence of Completion**

Sign-in sheet, agenda, homework



## Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Meet to develop a schedule for training.

### Person Responsible

Bonnie Jerome

### Schedule

On 10/9/2014

### Evidence of Completion

A copy of the schedule, agenda, minutes of the meeting, homework and materials produced.

## Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Meetings will be held to learn about effective strategies.

### Person Responsible

Bonnie Jerome

### Schedule

Quarterly, from 10/9/2014 to 6/4/2015

### Evidence of Completion

Teacher data collection, Lesson Plans

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Royal Palm School instructional staff will receive training on abstract math strategies and additional materials to support instruction.	Jerome, Bonnie	10/9/2014	Sign-in sheet, agenda, homework	6/4/2015 quarterly
G2.B1.S1.A1	Provide parents with trainings (Parent Learning and Understanding Student Strengths - PLUSS)	Jerome, Bonnie	9/16/2014	Agenda, sign-in sheets, evaluations	5/5/2015 monthly
G3.B1.S1.A1	Royal Palm School instructional staff will receive training on emergent reading strategies and additional materials to support instruction.	Jerome, Bonnie	10/9/2014	Sign-in sheet, agenda, homework	6/4/2015 quarterly
G1.MA1	Daily data collection on math lessons.	Jerome, Bonnie	10/9/2014	Teacher data sheets	6/4/2015 quarterly
G1.B1.S1.MA1	Meetings will be held to learn about effective strategies.	Jerome, Bonnie	10/9/2014	Teacher data collection, Lesson Plans	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Meet to develop a schedule for training.	Jerome, Bonnie	10/7/2014	A copy of the schedule, agenda, minutes of the meeting, homework and materials produced.	10/7/2014 one-time
G2.MA1	Parent evaluation at the end of each training.	Jerome, Bonnie	9/16/2014	Work samples of implementation of at home training strategies.	5/5/2015 monthly
G2.B1.S1.MA1	Review of evaluations	Jerome, Bonnie	9/16/2014	Analyzing parent responses on evaluations.	5/5/2015 monthly
G2.B1.S1.MA1	Review of evaluations	Jerome, Bonnie	9/16/2014	Sign-in sheets, evaluations	5/5/2015 monthly
G3.MA1	Daily data collection on reading lessons.	Jerome, Bonnie	10/9/2014	Teacher data sheets	6/4/2015 quarterly
G3.B1.S1.MA1	Meetings will be held to learn about effective strategies.	Jerome, Bonnie	10/9/2014	Teacher data collection, Lesson Plans	6/4/2015 quarterly
G3.B1.S1.MA1	Meet to develop a schedule for training.	Jerome, Bonnie	10/9/2014	A copy of the schedule, agenda, minutes of the meeting, homework and materials produced.	10/9/2014 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If Royal Palm teachers collaborate and provide differentiated math instruction using a multi-sensory approach, then 15% of Royal Palm students will meet proficiency on statewide math assessment.

**G1.B1** A lack of training on how to teach abstract math concepts to the Intellectually Disabled (IND) population.

**G1.B1.S1** Provide trainings on abstract math instruction.

### PD Opportunity 1

Royal Palm School instructional staff will receive training on abstract math strategies and additional materials to support instruction.

#### Facilitator

Dr. Bonnie Jerome

#### Participants

Instructional Staff

#### Schedule

Quarterly, from 10/9/2014 to 6/4/2015

**G2.** If Royal Palm School provides parents with math and reading training strategies for students, then 15% of Royal Palm School students will meet proficiency on statewide reading and math assessments.

**G2.B1** Limited knowledge of various handicapping conditions and implementation of educational strategies.

**G2.B1.S1** To create parent trainings highlighting reading and math strategies to be implemented at home for Intellectually Disabled (IND) students.

### PD Opportunity 1

Provide parents with trainings (Parent Learning and Understanding Student Strengths - PLUSS)

#### Facilitator

Dr. Bonnie Jerome

#### Participants

Palm Beach County parents

#### Schedule

Monthly, from 9/16/2014 to 5/5/2015

**G3.** If Royal Palm teachers collaborate and provide instruction in theme vocabulary and emergent reading skills, then 15% of Royal Palm students will meet proficiency on statewide reading assessment.

**G3.B1** A lack of training on how to teach emergent reading skills to the Intellectually Disabled (IND) population.

**G3.B1.S1** Provide trainings on emergent reading skills.

### **PD Opportunity 1**

Royal Palm School instructional staff will receive training on emergent reading strategies and additional materials to support instruction.

#### **Facilitator**

Dr. Bonnie Jerome

#### **Participants**

Royal Palm Instructional Staff

#### **Schedule**

Quarterly, from 10/9/2014 to 6/4/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> If Royal Palm teachers collaborate and provide differentiated math instruction using a multi-sensory approach, then 15% of Royal Palm students will meet proficiency on statewide math assessment.	16,625
<b>Goal 2:</b> If Royal Palm School provides parents with math and reading training strategies for students, then 15% of Royal Palm School students will meet proficiency on statewide reading and math assessments.	3,450
<b>Goal 3:</b> If Royal Palm teachers collaborate and provide instruction in theme vocabulary and emergent reading skills, then 15% of Royal Palm students will meet proficiency on statewide reading assessment.	8,920
<b>Grand Total</b>	<b>28,995</b>

Goal 1: If Royal Palm teachers collaborate and provide differentiated math instruction using a multi-sensory approach, then 15% of Royal Palm students will meet proficiency on statewide math assessment.		
Description	Source	Total
<b>B1.S1.A1</b> - Professional Development for the New Florida Standards Access Points.	School Improvement Funds	1,125
<b>B1.S1.A1</b> - Paper and ink for classroom use, Batteries, Velcro and covers for iPads Math Manipulatives and Supplemental Math (\$1,000)	Title I Part A	1,400
<b>B1.S1.A1</b> - Professional Development: *Substitute Teachers (for staff to attend trainings)	Title I Part A	5,000
<b>B1.S1.A1</b> - Switches for Choice Selection and AAC Devices	Title I Part A	400
<b>B1.S1.A1</b> - Programs including online subscription/software rental/licenses	Title I Part A	2,000
<b>B1.S1.A1</b> - iPad Bundle (protection plans, peripherals)	Title I Part A	6,500
<b>B1.S1.A1</b> - Mileage reimbursement for teachers to attend ACCESS Training	Title I Part A	200
<b>Total Goal 1</b>		<b>16,625</b>

Goal 2: If Royal Palm School provides parents with math and reading training strategies for students, then 15% of Royal Palm School students will meet proficiency on statewide reading and math assessments.		
Description	Source	Total
<b>B1.S1.A1</b> - Fine Motor Manipulatives and food for parent trainings Training materials: Folders, binders, pens, pencils, paper and ink for parent communication	Title I Part A	1,250
<b>B1.S1.A1</b> - Parent Handbook Printing Services (outside vendor)	Title I Part A	1,200
<b>B1.S1.A1</b> - Presenters, Interpreters, Child Care	Title I Part A	1,000
<b>Total Goal 2</b>		<b>3,450</b>

**Goal 3: If Royal Palm teachers collaborate and provide instruction in theme vocabulary and emergent reading skills, then 15% of Royal Palm students will meet proficiency on statewide reading assessment.**

Description	Source	Total
<b>B1.S1.A1</b> - Professional Development on the New Florida Standards Access Points	School Improvement Funds	1,125
<b>B1.S1.A1</b> - Paper and ink, batteries, Velcro for classroom use Post-It Notes and Chart Paper Reading Manipulatives	Title I Part A	395
<b>B1.S1.A1</b> - Switches for Choice Selection, AAC Devices and Easels	Title I Part A	500
<b>B1.S1.A1</b> - Apple TV Equipment, include speakers, cables, Apple Care plan	Title I Part A	5,600
<b>B1.S1.A1</b> - 13-inch MacBook Pro Computer APP For MB AIR/13" MB Pro-EDU/AE	Title I Part A	1,300
<b>Total Goal 3</b>		<b>8,920</b>