Royal Palm School

2015-16 School Improvement Plan

Royal Palm School

6650 LAWRENCE RD, Lantana, FL 33462

www.edline/pages/royal_palm_school

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Combination	Yes	75%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
Yes	No	77%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	[Gayle Sitter](#)

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:
*History of Holocaust
*History of Africans and African Americans
*Hispanic Contributions
*Women's Contributions
*Sacrifices of Veterans
*Autism Awareness Month
*Down Syndrome Awareness Event
*Holiday Celebrations around the world (curriculum)
*Multicultural Day acknowledging Jewish, Caribbean, Haitian, Egyptian, Iranian, African, Hispanic 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. A community agency (Positive Behavior Support - PBS) comes to the school and provide behavioral strategies to the students. Certain students have a Behavior Intervention Plan (BIP) to address their individual needs.

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
	6	7	8	
Attendance below 90 percent	2	1	4	7
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	
Emergent on Reading FAA	10	10	13	33
Emergent on Math FAA	11	10	13	34

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	9	12	31

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 FSA 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), Back-To-Basics, Inc. (provide new clothes for students), 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), Gold Coast Knights Kiwanis (support reading programs and student graduation), Caps of Love (provide wheelchairs and/or money to repair wheelchairs for students), Five Guys Burgers and Fries and Cracker Barrel (provide work-learning sites daily for students). We acknowledge their involvement with the school Volunteer Business Partner Appreciation Brunch.

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:

Name	Title
Henry, Bradley	Principal
Jerome, Bonnie	Assistant Principal
Athavale, Mohini	Other
Ziegenfuss, Joann	Teacher, Career/Technical
Cruise, Elizabeth	Other
Sholin Patterson, Nancy	Teacher, ESE
Bloom, Alan	Teacher, ESE
Nair, Jagathy	Teacher, ESE
Vlachos, Lisa	Other
Connell, Meredith	Teacher, PreK
Nelson, Deborah	Teacher, ESE
Mangia, Maryann	Teacher, ESE
Marton, Christine	Teacher, ESE

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 RtI 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 and lunch are 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:

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
James Mascarella	Teacher
Brunel Gue	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

SAC members attended district training in regards to the SIP. 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:

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. ABCs To Increase Communication Skills
7. Core Vocabulary Development to Increase Literacy Skills

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- Alexandria Klein Mentor-Shari Forman
Teacher- Rachel Moon Mentor- Dr. Shepardson
Teacher- Kristen Pacitto Mentor- Dr Nair
Teacher - Marisa Grasso Mentor - Deborah Nelson
Teacher - Rhonda Caisse Mentor - James Mascarella
Teacher - Lisa Decker Mentor - Sharon Donegan
Teacher - Rachael Williams Mentor - Venia Deese
Teacher - William Cruciata Mentor - JoAnn Ziegenfuss
Teacher - Meaghan Brach Mentor- Christine Marton

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. We are also using a new supplemental curriculum called "Attainment's Core Curriculum Solutions" which is aligned to state and national standards (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

FSA 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, Apple TV) 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 16

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Jerome, Bonnie, 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, video tapes, DVDs, etc.) will be housed in the "Family Resource Center/Lending Library" for parent to research and browse children's literature books.
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

Students entering the 9th Grade in year 2014-15:
*Standard Diploma using Modified Access Points
*Certificate of Completion current 9th graders for 15-16 and 14-15 9th graders
All other students on campus are on Special Diploma Option 1 which includes current 11th graders and 1st year seniors

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 that 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

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. Students participate in on-site courses such as home economics, industrial arts and agriculture to gain career skills.

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).

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

`1` = 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 18% 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 18% 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 18% 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 18% of Royal Palm students will meet proficiency on statewide math assessment. `1a`

🔍 `G069991`

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	18.0

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.

G2. If Royal Palm School provides parents with math and reading training strategies for students, then 18% of Royal Palm School students will meet proficiency on statewide reading and math assessments. 1a

G069992

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	18.0
FSA English Language Arts - Achievement	18.0

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 9/21/2015 to 5/2/2016

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 18% of Royal Palm students will meet proficiency on statewide reading assessment. 1a

G069993

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	18.0

Resources Available to Support the Goal 2

- Title I and School Improvement Funds

Targeted Barriers to Achieving the Goal 3

- A lack of experience and knowledge on how to teach emergent reading skills and thematic vocabulary to the Intellectually Disabled (IND) population.

Plan to Monitor Progress Toward G3. 8

Daily data collection on reading lessons and implementation of core vocabulary overlays.

Person Responsible
Bonnie Jerome

Schedule
Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion
Teacher data sheets and teacher observations

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 18% of Royal Palm students will meet proficiency on statewide math assessment. 1

🔑 G069991

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

🔑 B182165

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

🔑 S193859

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 8/17/2015 to 6/2/2016

Evidence of Completion

Sign-in Sheet, agenda, lesson plans

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

Adhere to the math strategies training schedule.

Person Responsible

Bonnie Jerome

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Copy of the professional development and/or department meeting schedule, agenda, minutes of the meeting and lesson plans.

G2. If Royal Palm School provides parents with math and reading training strategies for students, then 18% of Royal Palm School students will meet proficiency on statewide reading and math assessments. `1`

🔍 G069992

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

🔍 B182166

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

🔍 S193860

Strategy Rationale

To increase student outcome on statewide assessments. To provide parents with learning at home educational strategies.

Action Step 1 `5`

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

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 9/21/2015 to 5/2/2016

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 9/21/2015 to 5/2/2016

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 9/21/2015 to 5/2/2016

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 18% of Royal Palm students will meet proficiency on statewide reading assessment. 1

🔑 G069993

G3.B1 A lack of experience and knowledge on how to teach emergent reading skills and thematic vocabulary to the Intellectually Disabled (IND) population. 2

🔑 B182167

G3.B1.S1 Provide trainings on emergent reading skills and core vocabulary overlay (CVO). CVO is a program that includes basic communication vocabulary for classroom instruction. (i.e. "Help", "Idea", "More", Finished") 4

🔑 S193861

Strategy Rationale

To increase student outcome on statewide reading assessments. Providing teachers with additional techniques on vocabulary comprehension and reading.

Action Step 1 5

Royal Palm School instructional staff will receive training on emergent reading strategies and additional materials to support instruction (core vocabulary overlays - CVO).

Person Responsible

Bonnie Jerome

Schedule

Quarterly, from 10/9/2015 to 6/2/2016

Evidence of Completion

Sign-in sheet, agenda, lesson plans

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

Adhere to the CVO and reading strategies training schedule.

Person Responsible

Bonnie Jerome

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Copy of the professional development and/or department meeting schedule, agenda, minutes of the meeting and lesson plans.

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 8/17/2015 to 6/2/2016

Evidence of Completion

Teacher data collection, Lesson Plans, Marzano Observations, CVO Boards

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	8/17/2015	Sign-in Sheet, agenda, lesson plans	6/2/2016 quarterly
G2.B1.S1.A1	Provide parents with trainings (Parent Learning and Understanding Student Strengths - PLUSS)	Jerome, Bonnie	9/21/2015	Agenda, sign-in sheets, evaluations	5/2/2016 monthly
G3.B1.S1.A1	Royal Palm School instructional staff will receive training on emergent reading strategies and additional materials to support instruction (core vocabulary overlays - CVO).	Jerome, Bonnie	10/9/2015	Sign-in sheet, agenda, lesson plans	6/2/2016 quarterly
G1.B1.S1.MA1	Adhere to the math strategies training schedule.	Jerome, Bonnie	8/17/2015	Copy of the professional development and/or department meeting schedule, agenda, minutes of the meeting and lesson plans.	6/2/2016 quarterly
G2.MA1	Parent evaluation at the end of each training.	Jerome, Bonnie	9/21/2015	Work samples of implementation of at home training strategies.	5/2/2016 monthly
G2.B1.S1.MA1	Review of evaluations	Jerome, Bonnie	9/21/2015	Analyzing parent responses on evaluations.	5/2/2016 monthly
G2.B1.S1.MA1	Review of evaluations	Jerome, Bonnie	9/21/2015	Sign-in sheets, evaluations	5/2/2016 monthly
G3.MA1	Daily data collection on reading lessons and implementation of core vocabulary overlays.	Jerome, Bonnie	8/17/2015	Teacher data sheets and teacher observations	6/2/2016 quarterly
G3.B1.S1.MA1	Meetings will be held to learn about effective strategies.	Jerome, Bonnie	8/17/2015	Teacher data collection, Lesson Plans, Marzano Observations, CVO Boards	6/2/2016 quarterly
G3.B1.S1.MA1	Adhere to the CVO and reading strategies training schedule.	Jerome, Bonnie	8/17/2015	Copy of the professional development and/or department meeting schedule, agenda, minutes of the meeting and lesson plans.	6/2/2016 quarterly

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 18% 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

Bonnie Jerome

Participants

Instructional Staff

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

G2. If Royal Palm School provides parents with math and reading training strategies for students, then 18% 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 9/21/2015 to 5/2/2016

G3. If Royal Palm teachers collaborate and provide instruction in theme vocabulary and emergent reading skills, then 18% of Royal Palm students will meet proficiency on statewide reading assessment.

G3.B1 A lack of experience and knowledge on how to teach emergent reading skills and thematic vocabulary to the Intellectually Disabled (IND) population.

G3.B1.S1 Provide trainings on emergent reading skills and core vocabulary overlay (CVO). CVO is a program that includes basic communication vocabulary for classroom instruction. (i.e. "Help", "Idea", "More", Finished")

PD Opportunity 1

Royal Palm School instructional staff will receive training on emergent reading strategies and additional materials to support instruction (core vocabulary overlays - CVO).

Facilitator

Dr. Bonnie Jerome

Participants

Royal Palm Instructional Staff

Schedule

Quarterly, from 10/9/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Royal Palm School instructional staff will receive training on abstract math strategies and additional materials to support instruction.**				**$7,581.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1801 - Royal Palm School	School Improvement Funds		$1,655.00
			Notes: Math supplies for instruction			
			1801 - Royal Palm School	Title I Part A		$1,000.00
			Notes: Supplemental math curriculum; manipulatives			
			1801 - Royal Palm School	Title I Part A		$500.00
			Notes: Batteries, Velcro			
			1801 - Royal Palm School	Title I Part A		$1,426.00
			Notes: Professional Development, paper, toner, pens, notebooks			
			1801 - Royal Palm School	Title I Part A		$500.00
			Notes: Presenters			
			1801 - Royal Palm School	Title I Part A		$2,500.00
			Notes: AAC Devices, Switches			
2	G2.B1.S1.A1	**Provide parents with trainings (Parent Learning and Understanding Student Strengths - PLUSS)**				**$5,487.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1801 - Royal Palm School	Title I Part A		$2,287.00
			Notes: Fine Motor Manipulatives and food for parent trainings Training materials: Folders, binders, pens, pencils, paper and ink for parent communication			
			1801 - Royal Palm School	Title I Part A		$1,200.00
			Notes: Parent Handbook Printing Services (outside vendor)			
			1801 - Royal Palm School	Title I Part A		$2,000.00
			Notes: Presenters, Interpreters, Child Care			
3	G3.B1.S1.A1	**Royal Palm School instructional staff will receive training on emergent reading strategies and additional materials to support instruction (core vocabulary overlays - CVO).**				**$22,435.24**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			1801 - Royal Palm School	School Improvement Funds		$1,155.00
			Notes: Literacy Supplies			
			1801 - Royal Palm School	School Improvement Funds		$500.00
			Notes: Easels			
			1801 - Royal Palm School	Title I Part A		$2,000.00
			Notes: Professional Development(books,materials), Marzano Books Laminator & Lamination sleeves Paper and ink, batteries, Velcro for classroom use Post-It Notes and Chart Paper Reading Manipulatives Markers			
			1801 - Royal Palm School	Title I Part A		$6,500.00
			Notes: Easels			
			1801 - Royal Palm School	Title I Part A		$2,406.00
			Notes: Apple TV Equipment, cables and cable ties			
			1801 - Royal Palm School	Title I Part A		$1,000.00
			Notes: AAC Devices			
			1801 - Royal Palm School	Title I Part A		$2,600.00
			Notes: Online Subscriptions			
			1801 - Royal Palm School	Title I Part A		$300.00
			Notes: Presenters			
			1801 - Royal Palm School	Title I Part A		$500.00
			Notes: Switches			
			1801 - Royal Palm School	Title I Part A		$1,900.24
			Notes: Literacy books and materials iPad Covers Paper & Ink			
			1801 - Royal Palm School	Title I Part A		$1,000.00
			Notes: iPad, Apple Care and peripherals			
			1801 - Royal Palm School	Title I Part A		$2,574.00
			Notes: Substitutes for PD			
					Total:	**$35,503.24**