The School District of Lee County

Royal Palm Exceptional School Center

2016-17 Schoolwide Improvement Plan

Royal Palm Exceptional School Center

3050 INDIAN ST, Fort Myers, FL 33916

http://roy.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	64%

School Grades History

Year	2011-12
Grade	

School Board Approval

This plan is pending approval by the Lee 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 a monitoring status of "Former F" (see page 4). 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.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Royal Palm Exceptional School Center

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Royal Palm Mission:

Provide opportunities for each student to be involved in a well-planned, structured program that is best suited to meet each individual's needs. Areas of attention are academics, behavior, communication, and socialization.

b. Provide the school's vision statement.

Royal Palm's vision statement:

To provide necessary supports for students to acquire academic and social/emotional skills to be successful in the least restrictive environment.

2. School Environment

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

Professional development is the cornerstone of understanding how to work with students from various cultures. Teachers have English for Speakers of Other Languages (ESOL) professional training and support when needed through district training and school training. Books/materials are available in the media center with a multicultural emphasis that students can borrow or teachers can use in the classroom.
Each morning, staff are situated at different places on campus to greet students as they enter the building. Teachers at Royal Palm have small student to teacher ratio and build relationships on a daily basis. Teachers work daily to develop strong relationships with students and provide ongoing reinforcement and support. Students are often greeted by name and mentor teachers/staff are available to students throughout the day. All teachers are Kagan trained and utilize cooperative learning strategies which support positive relationships between students and staff. Teachers work with parents and guardians during the year and annually review individual education plans. Additionally, Royal Palm has a Parent Resource Center staffed by a parent involvement specialist and a parent liaison who facilitate workshops and help build relationships.

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

Royal Palm School implements a school-wide safety plan on a daily basis to ensure staff are placed strategically and available if students need support. Staff utilize proactive Positive Support Behavior strategies to help students feel safe and respected. Students can earn "koala paws" for engaging in appropriate behaviors. They can turn these tickets in for a variety of items or activities. Some of these activities involve small group or individual time with a preferred staff member. Students can also be recognized as the "Student of the Week". One student is selected each week from the elementary, middle and high school levels, but any nominated student will receive a copy of the nomination that was submitted in his/her name. Staff also implement the research-based, character education program Learning for Life which supports students in acquiring the skills they needs to be successful when building relationships. With a full-time behavior specialist, full-time school counselor, part-time psychiatrist, and part-time psychologist, students can access a variety of specialized personnel if they

have any concerns they want to address. They can also meet with preferred personnel such as a teacher or administrator.

c. 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.

At Royal Palm all students are supported on a leveled system. Students who engage in appropriate behaviors can move through the system (7 levels) in a pre-determined manner and access additional opportunities in the school setting. Each day, students can earn up to 40 points for exhibiting behaviors which are conducive to learning such as bringing materials, staying in seat, not calling out, etc.. A Positive Behavior Support framework is in place and expectations are posted in each classroom. Students can earn "koala paws" daily which they can turn in for various items and activities. Quarterly activities are planned by the PBS team for students who meet pre-determined criteria. The school uses district protocols, but also individualizes protocols for disciplinary incidents based on the students individual needs. Each student has a positive behavior intervention plan which details the individualized supports each student needs to be successful. These plans are implemented daily and teachers collect/interpret data specific to each goal to determine if new or additional interventions need to be considered.

All personnel are all trained in Techniques for Adolescent and Child Handling (TEACH) training so staff can implement de-escalation techniques to be used in the classroom setting. Behaviors that are quickly deescalated help to ensure that teachers can spend more time teaching and less time enforcing discipline.

d. 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.

All students have an individual education plan and a behavior intervention plan that determines supports that individual students require to be successful. If identified as a need, counseling is provided as indicated in the IEP. Royal Palm Exceptional school also provides a psychiatrist available to students; the parents and teachers meet with the psychiatrist to determine the needs of students and if services are needed. Teachers have small classes and all teachers are required to teach a research-based social curriculum and use "Learning for Life" so students can develop social-emotional needs. Additionally, Kagan strategies are utilized in the classroom which help to increase collaboration and cooperation which are critical to building rewarding relationships.
Older students who are exhibiting success on their behavioral goals can mentor younger students in their classes. They can assist with clubs such as the basketball club, weight lifting club or girl's club as participation in these groups also increases opportunities to engage in positive social interactions. Each student has a support team which may include a variety of individuals such as the teacher, behavior specialist, academic coach, school counselor, speech/language pathologist, occupational therapist. These individuals frequently consult regarding student behavior and can identify and address and needs that arise throughout the year. Every student has someone they know they can go to if they have an issue they want to discuss with an adult.

3. 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).

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

The school reviews data in all areas. Our data entry person works directly with teachers and administrators to identify students with attendance issues. These students are referred to the social

worker by the classroom teacher for review and home visits. The social worker reports back to the principal and follow up visits are conducted. Students who have one or more suspensions are reviewed carefully. All students in this school have a Positive Behavior Intervention Plan and these plans are implemented daily. If the behavior plan is not working for the student, the team is reconvened and the plan may be revised. All efforts are made to use suspension as a last resort and to work through the behavior in the school setting. If a student reaches 10 or more days of suspension for the same behaviors, a manifestation determination is held to determine if the behavior is a result of the student's disability. When determined to be a manifestation, alternatives to suspension are implemented. Educational goals are written through the student's IEP and all students receive accommodations in classes to support them in meeting state standards. Educational goals are rewritten and revised as needed. Students are given differentiated instructional strategies in the classroom to help reach state standards.

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

1. 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	1	2	5	7	11	6	4	7	9	3	9	6	7	77
One or more suspensions	0	2	4	7	11	6	13	13	12	4	10	4	5	91
Course failure in ELA or Math	0	5	9	5	8	2	2	3	1	1	5	7	1	49
Level 1 on statewide assessment	0	0	0	5	4	11	7	8	15	4	2	4	2	62

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	1	6	10	3	9	9	8	2	8	4	6	68

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

Extended time in English Language Arts and math - intensive fundamental classes
Professional Learning Communities review data and support decision making related to instruction
Paraprofessional support in every classroom
Small teacher to student ratio (as low as 1:1 for some instruction)
Small class size (less than 10)
Elementary: Immediate Intensive Intervention time in reading (an extended 30 minutes)
Research-based teacher training and professional development
Research-based materials in the classrooms
Classroom libraries
Leapfrog K-2
Positive Behavior Intervention plans for all students
Positive Behavior Supports, school store, "koala paws"
Individual Education plans for all students with specialized education goals
Compass Learning
iLit (Literacy)
iXL (Math)
Accelerated Reader
STAR 360

Counseling
Referrals to appropriate social programs
Support through a variety of instructional staff: reading coach, parent liaison, school counselor, behavior specialist, academic coach, social worker
Computers in every classroom
Chromebooks for middle and high school students
Parent trainings to support home-school strategies

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Increase use of Parent Link to keep parents informed on school information and news.
Teacher is to contact parents for classroom behaviors and academic reports to parents, including but not limited to individual education plan meeting dates. Parent Liaison will contact all parents a minimum of three times prior to individual education plans to increase parent participation in meetings. Parent Liaison will work closely with the social worker to ensure correct parent numbers and contacts.

2. 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.

Royal Palm is working to create new relationships and solidify existing relationships within the community. We continue to work closely with Church of the Cross, Met Life, and Publix while building relationships with Horace Mann, Costco, and 7-11. The parent liaison will offer trainings to family members and local organizations throughout the year. We will work hard to nuture these relationships and continuously demonstrate our gratitude through thank you notes and by ensuring these organizations feel welcome and celebrated when on our campus. We will also use social media and school newsletters to make the community aware of support that has been provided to our school. In our careers class, where community speakers present one-two times per week, speakers will recive thank you notes from the students and will recive lunch to thank them for volunteering their time. Students in the EXTRA program work directly with community organizations such as the Harry Chapin Food Bank to develop work skills. While on site, students do their best work and conduct themselves in a respectful manner which demonstrates appreciation for these real-world opportunities.

C. 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).

1. School Leadership Team

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

Name	Title
Moretti, Robert	Principal
Wilson, Latoria	Other
Cioffi, Elizabeth	School Counselor
Duncan, Jessica	Assistant Principal
Allbritten, Sandie	Instructional Coach
Lundy, Helen	Teacher, K-12

b. Duties

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

The roles of each member are as follows:
Classroom Teacher
* Deliver effective instruction using data for decision-making, Keep ongoing progress monitoring notes in a goals folder (curriculum assessments, STAR or state testing scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/ withdrawing.
* Attend IEP Team meetings to collaborate on & monitor students who are struggling
* Attend IEP team meeting to collaborate and develop a plan for each student. Implement the plan designed by the team.
* Deliver instructional interventions with fidelity
Reading Coach/ Instructional Coach
* Attend IEP Team meetings
* Train teachers in interventions, progress monitoring, differentiated instruction
* Implement supplemental and intensive interventions
* Keep progress monitoring notes & anecdotals of interventions implemented
* Administer screenings
* Collect school-wide data for team to use in determining at-risk students
* Teach small groups
* Model lessons
Speech-Language Pathologist
* Attend IEP Team meetings for students receiving supplemental and intensive supports.
* Assist with IEP implementation through collaboration, training, and/or direct student contact
* Incorporate IEP data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
* Instructional leader who allocates resources appropriately across the school setting
* Facilitate implementation problem-solving process in your building
* Provide or coordinate valuable and continuous professional development
* Assign paraprofessionals to support IEP goals implementation
* Attend IEP Team meetings to be active in the process
* Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
* Conduct social-developmental history interviews when requested
* Schedule students in appropriate classes
School Psychologist
* Attend IEP Team meetings and interpret evaluations as necessary
* Monitor data collection process for fidelity
* Review & interpret progress monitoring data

* Collaborate with IEP Team on effective instruction & specific interventions
* Consult with IEP Team regarding intensive interventions
* Incorporate IEP goals data when making decisions
Specialist (Behavior, OT, PT, ASD)
* Consult with IEP Team
* Provide staff trainings
Social Worker
* Attend IEP meetings when requested
* Conduct social-developmental history interviews
ESOL/ELL Representative
* Conduct language screenings and assessments
* Provide ELL interventions at all tiers

2. 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.

Leadership meets on a bi-weekly basis to review fidelity of implementation, progress monitor, and make decisions to best meet the needs of the students. Teacher meet weekly in professional learning communities (PLCs) to review student data and make instructional decisions based on that analysis. The school improvement plan (SIP) helps to identify and guide academic and behavioral goals for the year and outlines the school's plan to meet these goals. Title I funds are used to support instruction and on-going professional development of staff. School-wide professional development needs are determined by the leadership team with input from staff. Individual professional development needs are identified through collaboration with the leadership team. The leadership team also reviews all requests for training to determine the impact on instruction and how information will be conveyed to other staff member at the school.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Robert Moretti	Principal
Suzanne Morales	Teacher
Taunya Blue	Parent
Roderick Wilson	Education Support Employee
Cody Sabrina	Parent
Sandra Allbritten	Teacher
David Donehoo	Business/Community
Fabian Felipe	Student
Eladio Colon	Student
Carolyn Loesch	Business/Community
Lorna Baez-Hernandez	Teacher
Marty Cruzado	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the goals from the 2015-2016 school year and addressed goals that were not met. The SAC will review and approve the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

The School Advisory Council reviewed school scores (including behavioral data and attendance data) and worked on developing goals for the school improvement plan. SAC will also be involved in the review of plans and progress monitoring data. Members of the SAC team reviewed the current plan, were provided opportunities to ask questions, made recommendations and approved revisions prior to voting and coming to consensus on the document.

c. Preparation of the school's annual budget and plan

Administration will present the school's projected annual budget and discuss how funding is allocated during the 2016-2017 school year. Decisions for how resources are allocated will be aligned with the school improvement plan.

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

No school improvement funds were used last year. Title II funds were allocated to pay for teacher training for Kagan Cooperative Learning Strategies.

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

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

School is in compliance.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Allbritten, Sandie	Instructional Coach
Wilson, Latoria	SAC Member
Stephens, Julie	Teacher, ESE
Duncan, Jessica	Assistant Principal
Meltzer, Elizabeth	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy is celebrated and promoted by staff to students. Professional learning communities (PLCs) meet weekly to review student data. Students' growth is reviewed and student progress is celebrated with reinforcing activities to support continued growth and improvement. Teachers celebrate with reading rewards within their classrooms and during an end of year awards ceremony. Teachers model reading in the classroom including both silent reading, read alouds and choral reading. Students can use accelerated reader to increase literacy.

The focus for the literacy leadership team this year is that our students are being successful and their individual education plans align with their reading instruction. Goals for students will be written as a direct result of their needs as identified by classroom assessment.

D. 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).

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

The school is organized by level (elementary, middle, high). Teachers at each level work closely with each other to encourage and support relationships. Due to the small size of our school, many teachers share grade level curriculum as many of our classroom are multi-grade. Bi-weekly activities are planned to encourage and support collegiality. Teachers voluntarily participate in groups (PBS, Sunshine) to share ideas and create plans to enhance working relationships.

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

Strategies to recruit teachers include working closely with the school district, scheduling interviews with multiple candidates, and offering positions to the most qualified applicants. Retention of highly qualified staff is done by ensuring new teachers have a peer teacher and are provide multiple training opportunities. Department heads at each level are also responsible for helping with support, planning, and are available to answer questions of their respective departments. Teachers who are out-of field will create a plan and sign a contract indicating that they will obtain the necessary credentials within a designated time period. Support is provided throughout the year to ensure teachers are able to honor their contractual obligations.

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

New teachers are paired up with experienced and qualified mentors who can help support in all areas of instruction. This may include planning, discussing and analyzing student data points, observations and modeling within their classrooms. Teachers work through the new teacher training with the school district and are supported by their mentor at the school. Experienced teachers, with a demonstrated record of success, will be encouraged to obtain their Clinical Education certification so they can support teachers through the APPLES program. Additionally, school-based administrators will conduct observations and provide feedback to all teachers. Teachers participated in Kagan Cooperative Learning training to help increase their knowledge of classroom strategies. Mentor teachers support new or inexperienced teachers implement strategies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school uses the district-based core instructional programs and utilizes academic plans to ensure the Florida Standards are aligned. Teachers include the standards on lesson plans weekly. The principal reviews the teachers' plans on a weekly basis.

b. Instructional Strategies

1. 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.

Each student has an individual education plan (IEP). Data is collected for each individual student and reviewed by IEP team. Each student has goals written based on the data reviewed to meet their specific needs. Data collected includes specific curriculum used in the classroom, State and local test scores, speech and language reports if applicable, occupational reports if applicable, and computer based testing reports. Accommodations are provided for students to assist those students who are having difficulty attaining the proficient level on state assessments. Helping teachers are provided in every classroom to help the teacher and provide extra support for teachers. Teachers also use formative and summative assessments to help guide instruction and identify areas where students need additional support. Teachers use programs such as STAR Reading, Early Literacy, iLit (Literacy), iXL (Math), and AR as a way to obtain data about student progress. Data is also review within professional learning communities to identify students who many need additional remedial or intensive supports. The need for extended school year is reviewed for every student during their individual education plan team meeting. Opportunities for credit retrieval are also offered during the summer.

2. 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: Summer Program

Minutes added to school year: 3,840

Middle and high school students can attend a summer program to obtain necessary credits. They can also take classes through the district and state virtual program to enrich and accelerate the curriculum.

Strategy Rationale

To increase the amount of learning time utilizing time over the summer for students identified as needing additional time to complete required classes.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cioffi, Elizabeth, elizabethcc@leeschools.net

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

Grades and class completion

2. Student Transition and Readiness

a. 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).

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

Royal Palm is a center school for behavioral needs that educates students from pre-K- age 22. For students that move between levels within our school, we support transition through frequent home-school communication, an open house and a culture that promotes and encourages visits from parents throughout the year. We prepare students to transition from our school to another school when they have demonstrated behavioral success as identified by moving through a seven-level system. An IEP team is convened and all data is reviewed at this time by the team to determine placement.

b. College and Career Readiness

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

Students in this school all have an Individual Education Plan (IEP) with transition planning. With input from the student and parents/guardians, each teacher develops the student's transition plan and course of study during educational planning and goal-setting. Transition is discussed each year at the annual IEP and a plan is created for students 14 years of age and older. There may be opportunities to practice job skills on the school campus or off-campus depending on a student's individual needs and abilities.

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

Students all have a career class in middle and high school. These classes often have guest speakers so students can learn more about different professions. There may be opportunities to practice job skills on the school campus or off-campus depending on a student's individual needs and abilities.

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

Students in this school all have an Individual Education Plan (IEP) with transition planning. Teachers develop with the students transition plans and course of study during the education planning, involving students, parents, guardians and interested parties. Students 16 years of age and older also have the opportunity to be involved in a program that provides on the job training.

4. 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 a special center school for students and all students have an individual education plan. Strategies are based on the student's individual education plan and discussed at each annual IEP.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Monitor student progress and provide supports in order to engage learners and ensure that students meet their academic goals.

G2.   Improve the overall campus environment for staff and students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Monitor student progress and provide supports in order to engage learners and ensure that students meet their academic goals. 1a

🔑 G082859

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	23.0
Math Achievement District Assessment	12.0
Attendance Below 90%	35.0

Targeted Barriers to Achieving the Goal 3

- Student Behaviors

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach
- Instructional Coach
- Parent Resource Center
- Teacher Leader
- Behavior Specialist
- iLit Reading Program
- STAR
- Information Specialist
- Social Worker

Plan to Monitor Progress Toward G1. 8

STAR reading and math reports

Person Responsible
Helen Lundy

Schedule
Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion
Data from review of STAR reports (specifically growth report)

Plan to Monitor Progress Toward G1. 8

Student attendance at or above 90% in grades K-3.

Person Responsible
Jessica Duncan

Schedule
Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion
Data from review of attendance records

G2. Improve the overall campus environment for staff and students. 1a

🔍 G082860

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	3.0

Targeted Barriers to Achieving the Goal 3

- Behavior

Resources Available to Help Reduce or Eliminate the Barriers 2

- TEACH de-escalation training

- Social Skills

- Positive Behavior Support (PBS) framework

- Safety plan

- Parent Involvement Specialist

- Behavior Specialist

Plan to Monitor Progress Toward G2. 8

Mid-year and end-of year staff satisfaction survey results

Person Responsible
Robert Moretti

Schedule
Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion
Bi-yearly survey results

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. Monitor student progress and provide supports in order to engage learners and ensure that students meet their academic goals. 1

🔑 G082859

G1.B3 Student Behaviors 2

🔑 B219616

G1.B3.S1 Social skills learning centers and curricular instruction embedded into the classroom routine. 4

🔑 S231945

Strategy Rationale

100% of the student population at Royal Palm have identified social/emotional goals on their IEPs. This ensures that students are receiving daily, explicit instruction on their IEP goals.

Action Step 1 5

Provide training in differentiation, Kagan strategies and behavior

Person Responsible

Elizabeth Meltzer

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Teacher in-service reports

Action Step 2 5

Training in "Learning for Life" curriculum

Person Responsible

Jackie Otto

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

In-service or records of individual training

Action Step 3 `5`

Classroom Walk-through and lesson plan review for strategies

Person Responsible

Robert Moretti

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Common board configuration, lesson plan review

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Lesson plan review

Person Responsible

Robert Moretti

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Inclusion of curricular strategies in plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

In-service records

Person Responsible

Elizabeth Meltzer

Schedule

On 5/30/2017

Evidence of Completion

Records of completion for training opportunites

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Classroom walk-throughs

Person Responsible

Robert Moretti

Schedule

On 5/31/2017

Evidence of Completion

Records of Classroom Walkthroughs on Peoplesoft

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Review of Castle disciplinary reports and OSS

Person Responsible

Robert Moretti

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Data collected from Castle review

G2. Improve the overall campus environment for staff and students. 1

🔍 G082860

G2.B1 Behavior 2

🔍 B219617

G2.B1.S1 Professional development opportunities and scheduled activities to increase a positive school culture training for all staff. 4

🔍 S231948

Strategy Rationale

Provide environmental support for students with behavioral needs, Staff can de-escalate situations to help students return to the instructional environment. Staff can participate in activities that will lead to team-building and increased morale.

Action Step 1 5

TEACH Deescalation Training

Person Responsible

Jessica Duncan

Schedule

Annually, from 8/10/2016 to 5/30/2017

Evidence of Completion

inservice report

Action Step 2 5

Professional Development - Behavior Plans, Levels System, Positive Behavior Support

Person Responsible

Latoria Wilson

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

inservice report

Action Step 3 5

Monitoring of disciplinary reports and consider alternatives to OSS

Person Responsible

Robert Moretti

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Administrator will review and determine consequences for all disciplinary infractions in CASTLE.

Action Step 4 5

Biweekly staff get-togethers to increase teacher morale and increase campus culture.

Person Responsible

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

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

Inservice Records

Person Responsible

Elizabeth Meltzer

Schedule

Annually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Checklists, copies of emails, notes, etc

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

Communicate high expectations and available activites to promote positive school culture to staff.

> **Person Responsible**
>
> Robert Moretti
>
> **Schedule**
>
> Weekly, from 8/10/2016 to 5/30/2017
>
> *Evidence of Completion*
>
> Email and meeting agendas

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

Review of CASTLE documentation for disciplinary infractions

> **Person Responsible**
>
> Robert Moretti
>
> **Schedule**
>
> Daily, from 8/10/2016 to 5/30/2017
>
> *Evidence of Completion*
>
> Completed CASTLE reports

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

Reduction in OSS

> **Person Responsible**
>
> Robert Moretti
>
> **Schedule**
>
> Monthly, from 8/10/2016 to 5/30/2017
>
> *Evidence of Completion*
>
> Data pulled from CASTLE and OSS reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M300001	STAR reading and math reports	Lundy, Helen	8/10/2016	Data from review of STAR reports (specifically growth report)	5/30/2017 quarterly
G1.MA2 🔍 M300002	Student attendance at or above 90% in grades K-3.	Duncan, Jessica	8/10/2016	Data from review of attendance records	5/30/2017 quarterly
G2.MA1 🔍 M300007	Mid-year and end-of year staff satisfaction survey results	Moretti, Robert	8/10/2016	Bi-yearly survey results	5/30/2017 semiannually
G1.B3.S1.MA1 🔍 M299997	Review of Castle disciplinary reports and OSS	Moretti, Robert	8/10/2016	Data collected from Castle review	5/30/2017 quarterly
G1.B3.S1.MA1 🔍 M299998	Lesson plan review	Moretti, Robert	8/10/2016	Inclusion of curricular strategies in plans	5/30/2017 weekly
G1.B3.S1.MA3 🔍 M299999	In-service records	Meltzer, Elizabeth	8/10/2016	Records of completion for training opportunites	5/30/2017 one-time
G1.B3.S1.A1 🔍 A296620	Provide training in differentiation, Kagan strategies and behavior	Meltzer, Elizabeth	8/10/2016	Teacher in-service reports	5/30/2017 biweekly
G1.B3.S1.A2 🔍 A296621	Training in "Learning for Life" curriculum	Otto, Jackie	8/10/2016	In-service or records of individual training	5/30/2017 quarterly
G1.B3.S1.A3 🔍 A296622	Classroom Walk-through and lesson plan review for strategies	Moretti, Robert	8/10/2016	Common board configuration, lesson plan review	5/30/2017 weekly
G2.B1.S1.MA1 🔍 M300003	Reduction in OSS	Moretti, Robert	8/10/2016	Data pulled from CASTLE and OSS reports	5/30/2017 monthly
G2.B1.S1.MA1 🔍 M300004	Inservice Records	Meltzer, Elizabeth	8/10/2016	Checklists, copies of emails, notes, etc	5/30/2017 annually
G2.B1.S1.MA3 🔍 M300005	Communicate high expectations and available activites to promote positive school culture to staff.	Moretti, Robert	8/10/2016	Email and meeting agendas	5/30/2017 weekly
G2.B1.S1.MA4 🔍 M300006	Review of CASTLE documentation for disciplinary infractions	Moretti, Robert	8/10/2016	Completed CASTLE reports	5/30/2017 daily
G2.B1.S1.A1 🔍 A296623	TEACH Deescalation Training	Duncan, Jessica	8/10/2016	inservice report	5/30/2017 annually
G2.B1.S1.A2 🔍 A296624	Professional Development - Behavior Plans, Levels System, Positive Behavior Support	Wilson, Latoria	8/10/2016	inservice report	5/30/2017 biweekly
G2.B1.S1.A3 🔍 A296625	Monitoring of disciplinary reports and consider alternatives to OSS	Moretti, Robert	8/10/2016	Administrator will review and determine consequences for all disciplinary infractions in CASTLE.	5/30/2017 daily
G2.B1.S1.A4 🔍 A296626	Biweekly staff get-togethers to increase teacher morale and increase campus culture.		8/10/2016		5/30/2017 biweekly
G1.B3.S1.MA4 🔍 M300000	Classroom walk-throughs	Moretti, Robert	8/10/2016	Records of Classroom Walkthroughs on Peoplesoft	5/31/2017 one-time

V. Professional Development Opportunities

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

G1. Monitor student progress and provide supports in order to engage learners and ensure that students meet their academic goals.

G1.B3 Student Behaviors

G1.B3.S1 Social skills learning centers and curricular instruction embedded into the classroom routine.

PD Opportunity 1

Provide training in differentiation, Kagan strategies and behavior

Facilitator

Robert Moretti

Participants

All Teachers

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

PD Opportunity 2

Training in "Learning for Life" curriculum

Facilitator

Jackie Otto

Participants

All teachers

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

G2. Improve the overall campus environment for staff and students.

G2.B1 Behavior

G2.B1.S1 Professional development opportunities and scheduled activities to increase a positive school culture training for all staff.

PD Opportunity 1

TEACH Deescalation Training

Facilitator

District Trainers

Participants

Royal Palm Staff

Schedule

Annually, from 8/10/2016 to 5/30/2017

PD Opportunity 2

Professional Development - Behavior Plans, Levels System, Positive Behavior Support

Facilitator

Latoria WIlson

Participants

Royal Palm Staff

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Provide training in differentiation, Kagan strategies and behavior	$0.00
2	G1.B3.S1.A2	Training in "Learning for Life" curriculum	$0.00
3	G1.B3.S1.A3	Classroom Walk-through and lesson plan review for strategies	$0.00
4	G2.B1.S1.A1	TEACH Deescalation Training	$0.00
5	G2.B1.S1.A2	Professional Development - Behavior Plans, Levels System, Positive Behavior Support	$0.00
6	G2.B1.S1.A3	Monitoring of disciplinary reports and consider alternatives to OSS	$0.00
7	G2.B1.S1.A4	Biweekly staff get-togethers to increase teacher morale and increase campus culture.	$0.00
		Total:	$0.00