

The School District of Palm Beach County

Royal Palm School



2016-17 Schoolwide Improvement Plan

Royal Palm School

6650 LAWRENCE RD, Lantana, FL 33462

<https://rpec.palmbeachschools.org>

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	79%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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.

b. 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.

2. School Environment

a. 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

b. 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
- *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

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.

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.

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.

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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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.

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	4	1	0	2	1	2	0	2	0	0	0	0	7	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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 ELA and Math Access standards and strategies
- *Implementation of FSAA practice assessments

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307726>.

2. Description

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

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.

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), AXA advisor. We acknowledge their involvement with the school Volunteer Business Partner Appreciation Brunch.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
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
Nelson, Deborah	Teacher, ESE
Mangia, Maryann	Teacher, ESE
Marton, Christine	Teacher, ESE
Mascarella, James	Teacher, PreK

b. Duties

1. 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.

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.

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

Title I, Part A funds will be used to purchase supplemental reading and math curriculum and materials. Title I funds will also be used to purchase literacy and math software, iPads, 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. Title I pays for professional development for staff.

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 N/A 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bradley S. L. Henry	Principal
Robert Snook	Education Support Employee
Debbie Veglia	Parent
Dominic Veglia	Student
Valerie Mathieu	Business/Community
Michele Crooks	Education Support Employee
James Mascarella	Teacher
Brunel Gue	Business/Community
Trevo Citek	Business/Community

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

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.

b. 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.

c. 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.

2. 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 FY15/16. We were allocated \$4,849.00. These funds will be used to support academic goals and/or staff development.

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.

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

b. Duties

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

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. Core Vocabulary Development to Increase Literacy Skills
7. Palm Beach County Library System

D. Public and Collaborative Teaching

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

1. 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. Royal Palm School also implements a lesson study program which consists of planning, peer observation and feedback/analysis.

2. 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)

3. 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- Michele Mugavero Mentor- Liz Stankevicius

Teacher- Elida Llanez Mentor- Felice Rubenstein

Teacher- Elise Chang Mentor- Shari Forman

Teacher - Jenelle Colgan Mentor - Shari Forman

Teacher - Amber Schiff Mentor - Alan Bloom

Teacher - Jonathan Pearson Mentor - Molly Connel

Teacher - Arianne Fishman Mentor - Hope Bernstein

Teacher - Marsha Williams Mentor - Sharon Donegan
Teacher - CW Wilson Mentor - Christine Marton

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.

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).

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.

FSAA 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.

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: 6,840

The school district will have summer school for our eligible ESE students Pre-K-12th grade for FY17

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 summer school.

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. Â§ 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.

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.

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 entering the 9th Grade since 2014-15 school year:

- *Standard Diploma using Modified Access Points
- *Certificate of Completion
- *Current seniors will receive Special Diploma option 1

2. 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.

3. 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 ,agriculture and on-campus work experience to gain career skills.

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate.
- G2.** If Royal Palm School provides parents and staff with math and reading training strategies for students, then Royal Palm School students will meet proficiency on statewide reading and math assessments.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate. 1a

G083832

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
Highly Effective Teachers (Performance Rating)	70.0
4-Year Grad Rate (Standard Diploma)	0.0

Targeted Barriers to Achieving the Goal 3

- Poor attendance for students
- Teachers are not trained on new district adopted ESE curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Phone logs, attendance letters, absence notes
- Professional development, Lesson Study, Team leader/PLC meeting, department meeting

Plan to Monitor Progress Toward G1. 8

Teacher data collection, anecdotal notes, report cards

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Copy of department meetings, schedules, minutes of meetings, lesson plans.

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

G083833

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	18.0
FSA Mathematics Achievement	18.0

Targeted Barriers to Achieving the Goal 3

- Parents limited knowledge of various handicapping conditions and implementation of educational strategies.
- A lack of training on how to teach abstract math concepts and emergent reading skills to the Intellectually Disabled (IND).
- Meeting the individual needs of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I and School Improvement Funds

Plan to Monitor Progress Toward G2. 8

Admin will monitor implementation of strategies and action steps.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review of progress reports, review report cards

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate. **1**

 **G083832**

G1.B1 Poor attendance for students **2**

 **B222730**

G1.B1.S1 Effective communication between home and school regarding absences. **4**

 **S235027**

Strategy Rationale

Families are not aware of the importance of school attendance.

Action Step 1 **5**

Have teachers call when students have reached three unexcused absences.

Person Responsible

Bonnie Jerome

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Phone log, attendance reports

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

Teachers will hand in monthly phone logs for parent/teacher communication.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Collection of phone logs, Review/reflection of attendance

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

Review of classroom attendance logs

Person Responsible

Bonnie Jerome


Schedule

Monthly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Monitoring of student school attendance and progress reports

G1.B2 Teachers are not trained on new district adopted ESE curriculum **2**

 B222731

G1.B2.S1 Provide teachers with ongoing professional development **4**

 S235028

Strategy Rationale

Familiarize teachers with new curriculum and implementation strategies

Action Step 1 **5**

The teachers will participate in lesson study pertaining to curriculum.

Person Responsible

Bradley Henry

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance log, agendas, minutes of meeting

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Formal and informal observations

Person Responsible

Bradley Henry

Schedule

Monthly, from 9/9/2016 to 4/28/2017

Evidence of Completion

Professional Growth Plan for individual teachers and Marzano's strategies.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Increase students performance on standardized testing.

Person Responsible

Bonnie Jerome

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Scores on the Florida Standards Alternate Assessment

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

 G083833

G2.B1 Parents limited knowledge of various handicapping conditions and implementation of educational strategies. 2

 B222732

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

 S235029

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

Every 6 Weeks, from 9/19/2016 to 4/24/2017

Evidence of Completion

Sign-in sheet, agenda, lesson plans, invitation, parent evaluations, sample materials

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

Parent evaluation at the end of each training

Person Responsible

Bonnie Jerome

Schedule

Quarterly, from 9/19/2016 to 4/24/2017

Evidence of Completion

Sign-in sheets, review of parent evaluation, reflection on parent trainings, sample of parent interaction (photos).

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

Review of evaluations.

Person Responsible

Bonnie Jerome

Schedule

Quarterly, from 9/19/2016 to 4/24/2017

Evidence of Completion

Analyzing parent responses on evaluations.

G2.B2 A lack of training on how to teach abstract math concepts and emergent reading skills to the Intellectually Disabled (IND). 2

 B222733

G2.B2.S1 Provide training for the teaching of abstract math concepts and emergent reading skills. 4

 S235030

Strategy Rationale

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

Action Step 1 5

Providing teachers with training in Attainment, Core Vocabulary Overlay (CVO)

Person Responsible

Christine Marton

Schedule

Monthly, from 9/15/2016 to 4/28/2017

Evidence of Completion

Agendas, Sign-in sheets, Implementation of strategies, sample lesson plans that reflect usage, introductory letter

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Data collection on implementation of Core Vocabulary Overlays (CVO) and Attainment.

Person Responsible

Bonnie Jerome

Schedule

On 11/3/2016

Evidence of Completion

Lesson plans, informal observations, minutes from lesson study, admin meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Walkthroughs, lesson plan review, teacher collaboration

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

iObservation data, lesson plans indicating use of new curriculum

G2.B3 Meeting the individual needs of students. 2

 B222734

G2.B3.S1 Providing necessary resources and materials to meet the individual needs of students. 4

 S235031

Strategy Rationale

Providing appropriate resources will increase student growth.

Action Step 1 5

Admin will purchase necessary resources and materials for classroom use.

Person Responsible

Bonnie Jerome

Schedule

Daily, from 7/1/2016 to 4/28/2017

Evidence of Completion

Sample lesson plans, observations

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Admin will monitor usage of materials and resources.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Admin will monitor implementation and usage of resources.

Person Responsible

Bonnie Jerome


















Schedule

Monthly, from 9/15/2016 to 4/28/2017

Evidence of Completion

Teacher observations

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					
G2.B2.S1.MA1  M307633	Data collection on implementation of Core Vocabulary Overlays (CVO) and Attainment.	Jerome, Bonnie	11/3/2016	Lesson plans, informal observations, minutes from lesson study, admin meeting notes	11/3/2016 one-time
G2.B1.S1.MA1  M307630	Review of evaluations.	Jerome, Bonnie	9/19/2016	Analyzing parent responses on evaluations.	4/24/2017 quarterly
G2.B1.S1.MA1  M307631	Parent evaluation at the end of each training	Jerome, Bonnie	9/19/2016	Sign-in sheets, review of parent evaluation, reflection on parent trainings, sample of parent interaction (photos).	4/24/2017 quarterly
G2.B1.S1.A1  A302911	Provide parents with trainings (Parent Learning and Understanding Student Strengths - PLUSS).	Jerome, Bonnie	9/19/2016	Sign-in sheet, agenda, lesson plans, invitation, parent evaluations, sample materials	4/24/2017 every-6-weeks
G1.B2.S1.MA1  M307628	Formal and informal observations	Henry, Bradley	9/9/2016	Professional Growth Plan for individual teachers and Marzano's strategies.	4/28/2017 monthly
G2.B2.S1.A1  A302912	Providing teachers with training in Attainment, Core Vocabulary Overlay (CVO)	Marton, Christine	9/15/2016	Agendas, Sign-in sheets, Implementation of strategies, sample lesson plans that reflect usage, introductory letter	4/28/2017 monthly
G2.B3.S1.MA1  M307634	Admin will monitor implementation and usage of resources.	Jerome, Bonnie	9/15/2016	Teacher observations	4/28/2017 monthly
G2.B3.S1.A1  A302913	Admin will purchase necessary resources and materials for classroom use.	Jerome, Bonnie	7/1/2016	Sample lesson plans, observations	4/28/2017 daily
G1.MA1  M307629	Teacher data collection, anecdotal notes, report cards	Jerome, Bonnie	8/15/2016	Copy of department meetings, schedules, minutes of meetings, lesson plans.	6/2/2017 monthly
G2.MA1  M307636	Admin will monitor implementation of strategies and action steps.	Jerome, Bonnie	8/15/2016	Review of progress reports, review report cards	6/2/2017 monthly
G1.B1.S1.MA1  M307625	Review of classroom attendance logs	Jerome, Bonnie	8/15/2016	Monitoring of student school attendance and progress reports	6/2/2017 monthly
G1.B1.S1.MA1  M307626	Teachers will hand in monthly phone logs for parent/teacher communication.	Jerome, Bonnie	8/15/2016	Collection of phone logs, Review/ reflection of attendance	6/2/2017 monthly
G1.B1.S1.A1  A302909	Have teachers call when students have reached three unexcused absences.	Jerome, Bonnie	8/15/2016	Phone log, attendance reports	6/2/2017 weekly
G1.B2.S1.MA1  M307627	Increase students performance on standardized testing.	Jerome, Bonnie	8/15/2016	Scores on the Florida Standards Alternate Assessment	6/2/2017 annually
G1.B2.S1.A1  A302910	The teachers will participate in lesson study pertaining to curriculum.	Henry, Bradley	8/15/2016	Attendance log, agendas, minutes of meeting	6/2/2017 semiannually
G2.B2.S1.MA1  M307632	Walkthroughs, lesson plan review, teacher collaboration	Jerome, Bonnie	8/15/2016	iObservation data, lesson plans indicating use of new curriculum	6/2/2017 monthly
G2.B3.S1.MA1  M307635	Admin will monitor usage of materials and resources.	Jerome, Bonnie	8/15/2016	Observations	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate.

G1.B2 Teachers are not trained on new district adopted ESE curriculum

G1.B2.S1 Provide teachers with ongoing professional development

PD Opportunity 1

The teachers will participate in lesson study pertaining to curriculum.

Facilitator

Brad Henry

Participants

All instructional staff

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

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

G2.B1 Parents 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 students (IND).

PD Opportunity 1

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

Facilitator

Dr. Bonnie Jerome

Participants

Royal Palm Instructional Staff

Schedule

Every 6 Weeks, from 9/19/2016 to 4/24/2017

G2.B2 A lack of training on how to teach abstract math concepts and emergent reading skills to the Intellectually Disabled (IND).

G2.B2.S1 Provide training for the teaching of abstract math concepts and emergent reading skills.

PD Opportunity 1

Providing teachers with training in Attainment, Core Vocabulary Overlay (CVO)

Facilitator

Christine Marton, SLP Staff

Participants

High School and Middle School Instructional Staff (Attainment), Pre-K - 12+ (CVO)

Schedule

Monthly, from 9/15/2016 to 4/28/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Have teachers call when students have reached three unexcused absences.				\$0.00
2	G1.B2.S1.A1	The teachers will participate in lesson study pertaining to curriculum.				\$0.00
3	G2.B1.S1.A1	Provide parents with trainings (Parent Learning and Understanding Student Strengths - PLUS).				\$7,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	1801 - Royal Palm School	Title I, Part A		\$2,000.00
Notes: Presenters (Part time in system), Child Care and Interpreters						
	6150	390-Other Purchased Services	1801 - Royal Palm School	Title I, Part A		\$1,200.00
Notes: Parent Handbook						
	6150	500-Materials and Supplies	1801 - Royal Palm School	Title I, Part A		\$4,000.00
Notes: Paper and ink, Velcro, charts, chart paper, binders, folders, Pens, Lamination materials, Take home materials, Food, Kindergarten Round Up Materials						
4	G2.B2.S1.A1	Providing teachers with training in Attainment, Core Vocabulary Overlay (CVO)				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	1801 - Royal Palm School	Title I, Part A		\$1,000.00
Notes: Substitutes for PD						
	6400	510-Supplies	1801 - Royal Palm School	Title I, Part A		\$1,000.00
Notes: Professional Development(books,materials), Marzano Books and supplemental materials						
5	G2.B3.S1.A1	Admin will purchase necessary resources and materials for classroom use.				\$39,443.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1801 - Royal Palm School	School Improvement Funds		\$2,424.50
Notes: Math supplies and materials headphones to access web-based programs						
	5100	510-Supplies	1801 - Royal Palm School	School Improvement Funds		\$2,424.50
Notes: Reading supplies and materials, pens, Post-It Notes, highlighters						
	5100	510-Supplies	1801 - Royal Palm School	Title I, Part A		\$11,000.00
Notes: White Boards						

Palm Beach - 1801 - Royal Palm School - 2016-17 SIP
Royal Palm School

	5100	510-Supplies	1801 - Royal Palm School	Title I, Part A		\$2,400.00
			<i>Notes: Online subscriptions (News-2-U, Starfall, Help Kids Learn, Enchanted Learning, Choose it Maker, Science</i>			
	5100	510-Supplies	1801 - Royal Palm School	Title I, Part A		\$8,094.00
			<i>Notes: Switches, AAC Devices (Big Macs, iTalk 2, Cheap Talk, Communication Builder, Talking Brix, Twin Talk), Easels</i>			
	5100	510-Supplies	1801 - Royal Palm School	Title I, Part A		\$5,000.00
			<i>Notes: iPad, Apple Care</i>			
	5100	510-Supplies	1801 - Royal Palm School	Title I, Part A		\$2,100.00
			<i>Notes: Paper, ink, batteries, velcro, charts, chart paper, binders, folders for classroom use, lamination sleeves, iPad covers and peripherals, Easel paper.</i>			
	5200	510-Supplies	1801 - Royal Palm School	Title I, Part A		\$3,000.00
			<i>Notes: Reading Manipulatives (letters, word families, word building puzzles)</i>			
	5100	510-Supplies	1801 - Royal Palm School	Title I, Part A		\$3,000.00
			<i>Notes: Math Manipulatives (counting, shapes, colors, puzzles)</i>			
					Total:	\$48,643.00