The School District of Palm Beach County

Royal Palm School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	0%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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 celebrations 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be community ready: Students consistently experience rigorous, standards-based (ACCESS Points) instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

*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. Staff was provided in-service training on behavior management strategies and 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 student attendance log to administration indicating excused or unexcused absences and tardiness. Teachers are required to call parents when a student is out 5 days. If a student is absent 50% or more for a grading period, he/she will a receive an incomplete grade which converts to an "F" and will 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	1	0	4	0	1	5	0	1	0	2	0	0	3	17
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	6	4	9	16	14	10	10	14	5	9	97

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	1	5	0	1	0	2	0	0	3	12

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
*Functional Behavior Assessments and Behavior Intervention Plans are completed
*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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/422130.

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

C. Effective Leadership

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
Ziegenfuss, Joann	Teacher, Career/Technical
Cruise, Elizabeth	Other
Bloom, Alan	Teacher, ESE
Nair, Jagathy	Teacher, ESE
Vlachos, Lisa	Other
Nelson, Deborah	Teacher, ESE
Mangia, Maryann	Teacher, ESE
Marton, Christine	Teacher, ESE
Connell, Molly	Teacher, ESE
Desiderio, Amy	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. Additionally, the members ensure SIP fidelity, meeting students needs and establishing a safe environment for learning.

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 has a Leadership team in lieu of a school based RTI Leadership team. All students have gone through the RtI and Tier levels prior to a Royal Palm School placement. Our MTSS is comprised of committees that address the needs of the school and students. The team assists the Principal and Assistant Principal in implementing effective teaching and learning strategies using district approved school curriculum.

Title I, Part A funds will be used to purchase supplemental reading, 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 opportunities 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 to purchase small equipment and technology to support educational

programs. Title I also provides funds for professional development opportunities for instructional staff.

Title I, Part C- A 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 II,-The district coordinates with Title II to ensure 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 ensure 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, Title 1 D-Drop Out Prevention.
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.
Breakfast and lunch are provide free to all students following National School Lunch Program standards.
Career and Technical Education-Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged, and students with disabilities 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.
Royal Palm School provides instructional courses based on FL Statute 1003.42(2).

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
Elsa Guiterrez	Parent
Jack Guiterrez	Student
Michele Crooks	Education Support Employee
Stacey Burford	Business/Community
Gelda Charles	Business/Community
Jagathy Nair	Teacher
Alexa Wilson	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 FY17/18. We were allocated $6,116.00. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be community ready we provide our teachers and staff opportunities to participate in 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. Solicit referrals from current employees (Principal)
5. 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.
Completion of the following FEAPs:
-The Learning Environment
-Instructional Design & Planning
-Instructional Delivery & Facilitation
-Assessment
Mentors are assigned based on like certification and departments

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based (ACCESS Points) and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards (ACCESS Points).

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 FY18.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.   If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success.

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 foster post-graduate success. `1a`

🔑 G094971

Targets Supported `1b`

Indicator	Annual Target
FSAA ELA Level 2	15.0
FSAA ELA Level 2	10.0
FSAA Mathematics Level 2	10.0
Highly Effective Teachers (Performance Rating)	75.0

Targeted Barriers to Achieving the Goal `3`

- We have a challenge at meeting the individual needs of our students by effectively using all components of district adopted ESE Curriculum and student centered planning using ACCESS Points.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional development, Lesson Study, Team leader/PLC meeting, department meeting

- Title I and School Improvement Funds

- PLUSS parent training at school

- Collaboration with community partners for off site job training opportunities.

- Attendance workshop for parents and teachers, review of attendance logs and parent communication.

Plan to Monitor Progress Toward G1. `8`

Leadership team will review all mid-year data to determine next steps in order to reach our annual targets.

Person Responsible
Elvin Iglesias

Schedule
On 1/31/2018

Evidence of Completion
District mandated mid year data check list.

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 foster post-graduate success. 1

🔍 G094971

G1.B6 We have a challenge at meeting the individual needs of our students by effectively using all components of district adopted ESE Curriculum and student centered planning using ACCESS Points. 2

🔍 B255599

G1.B6.S3 Provide instructional and support staff with a variety of professional learning opportunities (PLO) to ensure they deliver effective instruction. 4

🔍 S270129

Strategy Rationale

If we focus our PLOs on the pillars of effective instruction then we will be able to meet the students individual needs.

Action Step 1 5

Admin will purchase necessary resources and materials for classroom use.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 7/3/2017 to 4/30/2018

Evidence of Completion

Sample lesson plans demonstrating usage of resources and materials.

Action Step 2 5

Adaptive technology will be used to supplement the content curriculum.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Usage reports of online subscriptions, lesson plans indicating implementation of online subscription.

Action Step 3 [5]

Providing teachers with training in Core Vocabulary Overlay (CVO) and new district curriculum.

Person Responsible

Robert Snook

Schedule

Semiannually, from 8/7/2017 to 4/30/2018

Evidence of Completion

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

Action Step 4 [5]

The teachers will participate in lesson study pertaining to curriculum.

Person Responsible

Bradley Henry

Schedule

Semiannually, from 8/14/2017 to 4/30/2018

Evidence of Completion

Attendance log, agendas, minutes of meeting, data on student performance during observation, analysis and reflection on student performance

Plan to Monitor Fidelity of Implementation of G1.B6.S3 [6]

Admin will monitor participation in the various PLOs.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Meeting observations and feedback to staff with action plan if needed

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 `7`

Admin will monitor that the professional learning is being transferred into the classroom.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Teacher observations, student performance based on the implementation of strategies learned from lesson study observation.

G1.B6.S6 Provide students with a support system which empowers them to be community ready. `4`
🔑 S270132

Strategy Rationale

If we have a support system in place then students will reach their full potential.

Action Step 1 `5`

Students will complete pre-vocational tasks (Attainment manipulatives, recycling program, attendance collection, laundry program and work site placement).

Person Responsible

Bonnie Jerome

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, students' training schedule, reflection notes on work performance, work site check list and documentation

Plan to Monitor Fidelity of Implementation of G1.B6.S6 `6`

Administration will monitor participation in the various pre-vocational activities.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Discussion with staff about program success and action plan as needed, work site documentation.

Plan to Monitor Effectiveness of Implementation of G1.B6.S6 `7`

To develop functional living skills through daily classroom or work site activities to foster post graduate success in the community.

Person Responsible

Bonnie Jerome

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, teacher documentation, student's schedule, work site documentation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M386101	Leadership team will review all mid-year data to determine next steps in order to reach our annual...	Iglesias, Elvin	1/8/2018	District mandated mid year data check list.	1/31/2018 one-time
G1.B6.S3.MA1 🔑 M386093	Admin will monitor that the professional learning is being transferred into the classroom.	Jerome, Bonnie	8/14/2017	Teacher observations, student performance based on the implementation of strategies learned from lesson study observation.	4/30/2018 monthly
G1.B6.S3.MA1 🔑 M386094	Admin will monitor participation in the various PLOs.	Jerome, Bonnie	8/14/2017	Meeting observations and feedback to staff with action plan if needed	4/30/2018 monthly
G1.B6.S3.A1 🔑 A361436	Admin will purchase necessary resources and materials for classroom use.	Jerome, Bonnie	7/3/2017	Sample lesson plans demonstrating usage of resources and materials.	4/30/2018 monthly
G1.B6.S3.A3 🔑 A361438	Providing teachers with training in Core Vocabulary Overlay (CVO) and new district curriculum.	Snook, Robert	8/7/2017	Agendas, Sign-in sheets, Implementation of strategies, sample lesson plans that reflect usage, introductory letter	4/30/2018 semiannually
G1.B6.S3.A4 🔑 A361439	The teachers will participate in lesson study pertaining to curriculum.	Henry, Bradley	8/14/2017	Attendance log, agendas, minutes of meeting, data on student performance during observation, analysis and reflection on student performance	4/30/2018 semiannually
G1.B6.S3.A2 🔑 A361437	Adaptive technology will be used to supplement the content curriculum.	Jerome, Bonnie	8/14/2017	Usage reports of online subscriptions, lesson plans indicating implementation of online subscription.	6/1/2018 monthly
G1.B6.S6.MA1 🔑 M386099	To develop functional living skills through daily classroom or work site activities to foster post...	Jerome, Bonnie	8/14/2017	Lesson plans, teacher documentation, student's schedule, work site documentation	6/1/2018 monthly
G1.B6.S6.MA1 🔑 M386100	Administration will monitor participation in the various pre-vocational activities.	Jerome, Bonnie	8/14/2017	Discussion with staff about program success and action plan as needed, work site documentation.	6/1/2018 monthly
G1.B6.S6.A1 🔑 A361442	Students will complete pre-vocational tasks (Attainment manipulatives, recycling program,...	Jerome, Bonnie	8/14/2017	Lesson plans, students' training schedule, reflection notes on work performance, work site check list and documentation	6/1/2018 daily

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 foster post-graduate success.

G1.B6 We have a challenge at meeting the individual needs of our students by effectively using all components of district adopted ESE Curriculum and student centered planning using ACCESS Points.

G1.B6.S3 Provide instructional and support staff with a variety of professional learning opportunities (PLO) to ensure they deliver effective instruction.

PD Opportunity 1

The teachers will participate in lesson study pertaining to curriculum.

Facilitator

Bradley Henry

Participants

All instructional staff

Schedule

Semiannually, from 8/14/2017 to 4/30/2018

VI. Technical Assistance Items

Technical Assistance 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 foster post-graduate success.

G1.B6 We have a challenge at meeting the individual needs of our students by effectively using all components of district adopted ESE Curriculum and student centered planning using ACCESS Points.

G1.B6.S3 Provide instructional and support staff with a variety of professional learning opportunities (PLO) to ensure they deliver effective instruction.

TA Opportunity 1

Providing teachers with training in Core Vocabulary Overlay (CVO) and new district curriculum.

Facilitator

SLP staff and district staff

Participants

All Instructional Staff

Schedule

Semiannually, from 8/7/2017 to 4/30/2018