Royal Palm School

2018-19 Schoolwide Improvement Plan

Table of Contents

Royal Palm School

6650 LAWRENCE RD, Lantana, FL 33462

https://rpec.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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

Grade

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Henry, Bradley	Principal
Jerome, Bonnie	Assistant Principal
Bloom, Alan	Teacher, ESE
Nair, Jagathy	Teacher, ESE
Vlachos, Lisa	Other
Nelson, Deborah	Teacher, ESE
Mangia, Maryann	Teacher, ESE
Connell, Molly	Teacher, ESE
Desiderio, Amy	Teacher, PreK
Pearson, Jonathan	Teacher, ESE
Brach, Meaghan	Teacher, ESE
Snook, Robert	Other
Donegan, Sharon	Teacher, ESE

Duties

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

The School Leadership Team mentioned above consisting of ESE teachers and administration meets monthly. 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. During the meeting, strategies are discussed to improve student learning gains. Learning team facilitators monitor the Professional Learning Communities, and facilitate effective and differentiated lesson plans based on ACCESS Points.

Early Warning Systems

Year 2017-18

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	6	4	6	8	6	5	7	14	6	9	7	5	21	104
One or more suspensions	0	0	1	0	0	0	0	1	1	0	0	0	1	4
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	16	10	20	16	14	10	12	24	16	17	16	18	72	261
Retained Students: Previous Year(s)	16	10	20	16	14	10	12	24	16	17	16	18	72	261

Date this data was collected

Tuesday 8/21/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

A concern within our school site towards meeting our goals would be attendance. 39.8% had attendance concerns.

Which data component showed the greatest decline from prior year?

Our greatest decline is our 12th grade students who are demonstrating 29.6% out of 72 students with attendance issues.

Which data component had the biggest gap when compared to the state average?

NA

Which data component showed the most improvement? Is this a trend?

Our greatest attendance data demonstrates that the second graders have 20 students with only 30%.

Describe the actions or changes that led to the improvement in this area.

Tracking monthly attendance log, phone call to parents, parent conference, PLUSS attendance training

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	55%	60%	0%	44%	55%
ELA Learning Gains	0%	56%	57%	0%	52%	54%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	0%	51%	52%	0%	49%	49%
Math Achievement	0%	52%	61%	0%	43%	56%
Math Learning Gains	0%	54%	58%	0%	47%	54%
Math Lowest 25th Percentile	0%	49%	52%	0%	42%	48%
Science Achievement	0%	49%	57%	0%	37%	52%
Social Studies Achievement	0%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6 (1)	4 (0)	6 (4)	8 (0)	6 (1)	5 (5)	7 (0)	14 (1)	6 (0)	9 (2)	7 (0)	5 (0)	21 (3)	104 (17)
One or more suspensions	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	0 (0)	0 (0)	1 (0)	4 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (6)	0 (4)	0 (9)	0 (16)	0 (14)	0 (10)	0 (10)	0 (14)	0 (5)	0 (9)	0 (97)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement and success in alignment with LTO #3 High School graduation rate
Rationale	Looking at our progress over time we had 0% students graduating and 2017-2018 we had a total of 28.6% graduation rate. An improvement of 28.6% in comparison to past.
Intended Outcome	To improve student High School graduation rate by a minimal of 10% or higher.
Point Person	Bradley Henry (brad.henry@palmbeachschools.org)

Action Step	
Description	Pillars of effective instruction- students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 Continue to develop a Single School Culture and appreciation of multicultural diversity in alignment to S.B.2.09 with a focus on student attendance, discipline, and behavior. *Effectively monitor and execute follow up activities to support student attendance. *PLUSS (Parents Learning and Understanding Students Strengths)- parent training and support systems *Teachers use the Unique Learning System to systematically teach the ACCESS Points in a differentiated student-centered learning environment. Give students the opportunity to participate in the School-Based Enterprise Program.
Person Responsible	Bonnie Jerome (bonnie.jerome@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	* We monitor student progress utilizing the IEP goals. * We monitor student progress by reviewing and adapting learning instruction from the result of teacher made assessments. * Monitoring of monthly attendance logs. *FSAA results. *Monitor student participation and attendance in the School-Based Enterprise Program.
Person Responsible	Bonnie Jerome (bonnie.jerome@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The first SAC meeting of the year 9-12-18, the Parent Compact and Policy Plan were reviewed and evaluated by the parents and staff. FSAA assessment results were also presented. The Title 1 Annual meeting 9-20-18 is held to provide information regarding Title 1 funding, eligibility, purpose and review of state testing. Parents are notified of meetings through written invitations (multiple languages), parent

handbook, marquee, parent link and email. During the meeting the School -Parent Compact is reviewed and parents are asked for input as well as the Family Involvement Policy Plan. The Title 1 Budget, including Parent Involvement requirements were presented for discussion regarding expenditures. Other parent involvement training and meetings include the School Advisory Council/PTO, open house/ curriculum night, integrated arts and Special Olympics. SAC/PTO meetings are held the second Wednesday of each month.

Monthly parent training meetings (PLUSS) regarding the academic areas of science, literacy, math and writing are held. Evaluations of the workshops are given and collected at the end of each training. In addition, Title 1 Parent Involvement surveys are sent home annually. Parents are provided with learning at home activities. Royal Palm School offers many volunteer and business partner opportunities, (ie. reading to students in the classroom, field trips to assist teachers).

PFEP Link

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

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.

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.

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.

RPS is an ESE Center. RPS has a Leadership team in lieu of a school based RTI. All students have gone through the RtI and Tier levels prior to a RPS placement. Our MTSS is comprised of committees that address the needs of the students. The team assists the Administration 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. The school ensures staff development opportunities through workshops to provide strategies to teachers and parents. Funds are also used for the Parent Involvement Handbook, interpreters, parent involvement, and materials. The school also receives funds to purchase technology to support educational programs.

Part C- A Migrant Liaison provides services and support to students and parents to meet student needs.

Title II funds are used to purchase small equipment to supplement educational programs.

Title III funds are used to improve the education of immigrant and English Language Learners.

Title X,-Homeless contact provides resources for students identified as homeless under the McKinney-Vento Act.

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 instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs. RPS also collaborates with programs such as Department of Children and Family Services. Staff members also receive grants from the Education Foundation.

Meals are provide free to students following National School Lunch Program..

Career and Technical Education-Proposals are submitted annually to enhance selected vocational programs.

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

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

Part V: Budget

Total:	**$8,377.00**