Royal Palm School

2019-20 Schoolwide Improvement Plan

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Royal Palm School

6650 LAWRENCE RD, Lantana, FL 33462

https://rpec.palmbeachschools.org

Demographics

Principal: Jennifer Corcoran

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	%

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

School Grades History

Year

Grade

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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	Job Duties and Responsibilities
Corcoran, Jennifer	Principal	The principal is in charge of executing and monitoring personnel, resources, and strategies to ensure all students have equitable access towards learning.
Jerome, Bonnie	Assistant Principal	The assistant principal will in charge of executing and monitoring all testing within the school building. She will ensure ELL students receive their appropriate accommodations within the school day and during testing.
Nelson, Deborah	Teacher, ESE	She will oversee the art, music, and PE programs to develop the whole child.
Pearson, Jonathan	Teacher, ESE	He is oversees the vocational programs (Home EC, Shop, and Agriculture) and ensures students receive appropriate credits toward graduation.
Brach, Meaghan	Teacher, ESE	She is responsible for supporting the students in developing independent living skills and job skills.
Donegan, Sharon	Teacher, ESE	She oversees ASD/Dual Elementary and Middle School teachers to ensure implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Ingui, Todd	Teacher, ESE	He oversees Resource Services (OT, PT, and Speech) teachers to ensure implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Erwin, Karen	Teacher, ESE	She oversees Physically Impaired teachers to ensure implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Connell, Molly	Teacher, ESE	She oversees PMH teachers to ensure implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Jahn, Ashley	Teacher, ESE	She oversees TMH teachers to ensure implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Smith, Maria	Teacher, ESE	She oversees ASD/Dual High School teachers to ensure implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Lanouette, Jennifer	Teacher, PreK	She oversees PreK teachers to ensure implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	7	14	9	14	17	16	15	12	11	26	16	18	66	241
Attendance below 90 percent	5	6	5	11	6	9	7	8	8	6	10	6	24	111
One or more suspensions	0	0	0	0	0	1	1	0	0	0	0	0	2	4
Course failure in ELA or Math	0	0	2	0	0	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
106

Date this data was collected or last updated
Friday 8/23/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	61%	0%	46%	57%
ELA Learning Gains	0%	58%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	50%	51%
Math Achievement	0%	53%	62%	0%	43%	58%
Math Learning Gains	0%	55%	59%	0%	48%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	47%	50%
Science Achievement	0%	45%	56%	0%	41%	53%
Social Studies Achievement	0%	75%	78%	0%	67%	75%

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	
Number of students enrolled	7 (0)	14 (0)	9 (0)	14 (0)	17 (0)	16 (0)	15 (0)	12 (0)	11 (0)	26 (0)	16 (0)	18 (0)	66 (0)	241 (0)
Attendance below 90 percent	5 (6)	6 (4)	5 (6)	11 (8)	6 (6)	9 (5)	7 (7)	8 (14)	8 (6)	6 (9)	10 (7)	6 (5)	24 (21)	111 (104)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	1 (0)	1 (0)	0 (1)	0 (1)	0 (0)	0 (0)	0 (0)	2 (1)	4 (4)
Course failure in ELA or Math	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (1)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	3 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	4	18	21	4	31	53	11	16		7	
ELL											
BLK	3	26			34		8				
HSP	3	15	15	2	27	40		13			
WHT	5	12			12	33					
FRL	4	22	31	4	33	55	11	17			
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	161
Total Components for the Federal Index	9
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	0
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	14
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	12
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Royal Palm School rating is a Maintaining. In looking at our ESSA results, we see that only 94% of our students were tested of which our:
ELA Achievement: 4% ELA Learning Gains: 18% ELA Lowest 25%: 21%
Math Achievement: 4% Math Learning Gains:31% Math Lowest 25%: 53%
Science Achievement: 11%
Social Studies Achievement: 13%

The contributing factors is that Royal Palm School is an ESE Center. 100% of our students are students with disabilities.Many of our students are absent due to medical issues which impacts attendance for testing and students' opportunity for learning. This is a trend because in previous years the school has been rated unsatisfactory or declining.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data that showed the greatest decline was shown in ELA. Below is a comparison of data based on School Rating Scores.

In FY 18, ELA Gains: 22%
In FY 19, ELA Learning Gains: 18%

There was a decline of 4%.

The main contributing factor was that Royal Palm School did not have experienced, certified, content area teachers in many of the classrooms. In addition to attendance being a contributing factor, many of our students are pulled during the school day for medical and therapy reasons/appointments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Due to the nature of our school being an ESE Center, there is no data components to compare to the state.

Which data component showed the most improvement? What new actions did your school take in this area?

Compared to last year, Math Learning Gains increased from 22% to 31%. In addition, our lowest 25% in math was a 53%. Math is a content that connects better with our school population because of the visuals and manipulatives.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance
Level 1 in state assessment (FSAA)

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

Our priorities will focus on all our student population with an emphasis on our ESSA identified subgroups: SWDs, ELLs, Blacks/African Americans, Hispanics, Whites and Economically Disadvantaged.
1. Improve student achievement in ELA and Math
2. Reduce student absence or early dismissal
3. Increase high school readiness
4. Improve high school graduation rate.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement and success in alignment with LTO #2, High school Readiness and LTO #3 High School graduation rate
Rationale	Royal Palm School rating is a Maintaining. In looking at our ESSA results, we see that only 94% of our students were tested of which our: ELA Achievement: 4% ELA Learning Gains: 18% ELA Lowest 25%: 21% Math Achievement: 4% Math Learning Gains:31% Math Lowest 25%: 53% ELL Achievement: 0% ELA and 0% Math Black Achievement: 3% ELA and 0% Math Hispanic Achievement: 3% ELA and 2% Math FRL Achievement: 4% ELA and 4% Math White Achievement: 5% ELA and 12% Math SWD Achievement: 4% ELA and 4% Math Science Achievement: 11% Social Studies Achievement: 13% Looking at our progress over time we had 0% students graduating and 2017-2018 we had a total of 28.6% graduation rate. In 2018-2019, we had 73% graduation rate.
State the measurable outcome the school plans to achieve	ELA Achievement: 14% ELA Learning Gains: 25% ELA Lowest 25%: 25% Math Achievement: 14% Math Learning Gains:40% Math Lowest 25%: 60% ELL Achievement: 3% ELA and 3% Math Black Achievement: 6% ELA and 3% Math Hispanic Achievement: 6% ELA and 5% Math FRL Achievement: 7% ELA and 7% Math White Achievement: 8% ELA and 15% Math SWD Achievement: 7% ELA and 7% Math Science Achievement: 15% Social Studies Achievement: 15% Graduation Rate: 77%
Person responsible for monitoring outcome	Jennifer Corcoran (jennifer.corcoran.2@palmbeachschools.org)
Evidence-based Strategy	1. Increase the number of students taking Datafolio 2. Provide additional appropriate curriculum aligned to Access Points 3. Increase the amount of progress monitoring for Access Points Standards and provide students opportunities to practice assessing in FSAA format. 4. Utilize technology to ensure all students can access the curriculum (i.e. Interactive panels, online curriculum) 5. Provide on-going training to teachers on curriculum resources and effective strategies 6. Provide additional support during ELA and Math for our ELL students (CLFs) 7. Provide training and resources for parents so that they can help their child at home All of these strategies will be offered to all the students categorized under ESSA.

Rationale for Evidence-based Strategy	1. Datafolio is a more appropriate assessment for our lower performing students with limited communication skills. 2. Appropriate curriculum align to standards will ensure students are taught the tested standards. 3. Regular progress monitoring in the same format of FSAA will provide students practice as well as inform teachers on students' current levels and allow them to make necessary revisions to instruction/reteach standards. 4. Technology enables students to access the curriculum as well as provide teachers a way to differentiate instruction to meet the needs of all of the students. 5. Professional development is critical to support teachers in effectively teaching students working on Access Points standards. 6.Our Community Language Facilitators (CLFs) provide native language support in content classes to ensure instructional delivery is comprehensible for our English language learners. 7.Partnership between home and school is important for students success. It is important that parents reinforce skills and concepts taught at school at home.

Action Step

Description	1. Datafolio a. IEP teams meet to determine appropriate students for FSAA Datafolio b.Training is provided to teachers on how to administer Datafolio. c. Support is provided to teachers during each collection period to ensure proper data is collected and implemented correctly into the database. d.Tracking is done three times a year (Dr. Jerome) 2. Appropriate curriculum align to standards will ensure students are taught the tested standards. a. Provide teachers with curriculum resources available b. Share curriculum resources at Team Leader Meetings c. Monitoring will occur classroom walks, lesson plan reviews, informal and formal observations, and students' progress (Dr. Corcoran and Dr. Jerome) 3. Progress monitoring in the same format of FSAA a. Utilize district and teacher created standards based assessments (format of FSAA) b. Teachers will utilize assessment to data to modify instruction c. Monitoring student data through monthly meetings (Dr. Corcoran and Dr. Jerome) 4. Technology a. Purchase additional online curriculum aligned to Access Points Standards b. Provide bi-monthly Unique Learning Trainings to increase the use of the progress monitoring component c Monitoring will be done through analysis of Unique Learning generated reports (Dr. Corcoran and Dr. Jerome 5. Professional Development a. Provide teachers with weekly content align training sessions b. Allow teachers to attend District PD c. Monitoring will occur through the review of lesson plans, classroom observations, and students' progress.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Royal Palm School integrates Single School Culture by sharing our universal guidelines for success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. We are going to be starting a new SwPBS at Royal Palm School. We are working with the district to implement and align the resources to our specific school. We implement a 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 structured lessons, and implementation of SwPBS programs.

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 Schoolwide Improvement Plan 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 9-11-19, 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 9-19-19 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.

RPS has employed Behavior Mental Health Counselor to provide and 1:1 and small group counseling and support.We also have multiple Behavior Intervention Associates that implement behavior plans, collect data and teachers with behavioral strategies. 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 CSmall 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. oop 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. 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.

We prepare our students for future success through our Transition Program. The program entails teaching students independent, daily living and job skills. We provide education in Home EC, Agriculture, and Shop. We also have School to Work program where learn on the job training at the community businesses.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement and success in alignment with LTO #2, High school Readiness and LTO #3 High School graduation rate				$1,176.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	1801 - Royal Palm School	School Improvement Funds	315.0	$1,176.00
					Total:	**$1,176.00**