Royal Palm Exceptional School Center

2019-20 Schoolwide Improvement Plan

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Royal Palm Exceptional School Center

3050 INDIAN ST, Fort Myers, FL 33916

http://roy.leeschools.net/

Demographics

Principal: Robert Moretti

Start Date for this Principal: 7/8/2019

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	Southwest
Regional Executive Director	
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 Lee 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	2011-12
Grade	

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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 Exceptional School is to provide an opportunity for each student to be involved in a well-planned structured program that is best suited to meet each individual's needs. Areas of attention are behavior, communication, socialization and academics. The ultimate objective is to assist students in the successful return to their geographical school or to the program which is the least restrictive environment for each student.

Provide the school's vision statement.

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

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
Moretti, Robert	Principal	? Achieve results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ? Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ? Maintain a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ? Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ? Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction. ? Engage in data analysis for instructional planning and improvement and communicate the relationship among academic standards, effective instruction, and student performance. ? Implement the District's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. ? Recruit, retain, and develop an effective and diverse faculty and staff. ? Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. ? Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction. ? Employ a faculty with the instructional proficiencies needed for the school population served and identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. ? Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and times, and engages faculty in effective individual and collaborative professional learning throughout the school year. ? Structure and monitor a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy. ? Recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. ? Promote school and classroom practices that validate and value similarities and differences among students and provide recurring monitoring and feedback on the quality of the learning environment. ? Initiate and support continuous improvement processes focused on the

Name	Title	Job Duties and Responsibilities

students' opportunities for success and well-being.

? Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

? Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data and give priority attention to decisions that impact the quality of student learning and teacher proficiency.

? Use critical thinking and problem solving techniques to define problems, identify solutions, and evaluate decisions for effectiveness, equity, and intended and actual outcomes.

? Empower others and distribute leadership when appropriate.

? Use effective technology integration to enhance decision making and efficiency throughout the school.

? Actively cultivate, support, and develop other leaders within the organization, provide evidence of delegation and trust in subordinate leaders, and plan for succession management in key positions.

? Promote teacher-leadership functions focused on instructional proficiency and student learning.

? Develop sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders.

? Manage the organization, operations, and facilities in ways that maximize the

use of resources to promote a safe, efficient, legal, and effective learning environment.

? Organize time, tasks, and projects effectively with clear objectives and coherent plans and establish appropriate deadlines.

? Manage schedules, delegate, and allocate resources to promote collegial efforts in school improvement and faculty development and demonstrate fiscal responsibility to maximize the impact of fiscal resources on instructional priorities.

? Practice two-way communication and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community.

? Actively listen to and learn from student, staff, parents, and community stakeholders and recognize individuals for effective performance.

? Communicate student expectations and performance information to students, parents, and the community.

? Maintain high visibility at the school and in the community, regularly engage stakeholders in the work of the school, and communicate opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues.

? Ensure faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

? Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

? Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and

Name	Title	Job Duties and Responsibilities
		6B-1.006, Florida Administrative Code. ? Demonstrate resiliency by staying focused on the school's vision and reacting constructively to barriers that include disagreement and dissent with leadership. ? Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and the local community. ? Demonstrate willingness to accept responsibility for actions and utilize constructive criticism for professional growth. ? Demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback. ? Implement regulations as they pertain to the assigned school.
Wilson, Latoria	Assistant Principal	? Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ? Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ? Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ? Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ? Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance. ? Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments. ? Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan. ? Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning. ? Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being. ? Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ? Use critical thinking and problem solving techniques to define problems, identify solutions, and evaluate decision for effectiveness.

Name	Title	Job Duties and Responsibilities
		? Promote teacher-leadership functions focused on instructional proficiency and student learning. ? Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. ? Practice effective oral, written, and electronic communication skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community. ? Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school. ? Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. ? Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, Florida Administrative Code and the Florida Leadership Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code. ? Demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers that include disagreement and dissent with leadership. ? Engage in professional learning that improves professional practice in alignment with the needs of the school system. ? Demonstrate willingness to accept responsibility for actions and constructive criticism for professional growth. ? Implement regulations as they pertain to the assigned school.
Allbritten, Sandie	Instructional Coach	
Meltzer, Elizabeth	Other	? Work with teachers to ensure that scientifically-based literacy-researched programs are implemented with fidelity. ? Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. ? Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the schools they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement. ? Mentor teachers in providing appropriate intensive intervention instruction for struggling students, including those who are Limited English Proficient. ? Model lessons in effective reading instruction, including lessons that provide differentiated instruction. ? Facilitate teacher study groups regarding current reading research and effective reading instruction. ? Organize and lead professional development programs which are needs based and focused on the accomplishments of the established reading benchmarks. ? Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership.

Name	Title	Job Duties and Responsibilities
		? Coach teachers in effective literacy instructional strategies through interrelated content. ? Coordinate and schedule ongoing professional development of teachers through activities such as coaching grade level meetings, classroom demonstrations, and study groups. ? Model enthusiasm, commitment, and intensity for focused reading instruction. ? Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County. ? Assist content area teachers by providing and demonstrating effective strategies for content instruction to students. ? Coach teachers in the latest techniques for the prevention and remediation of reading problems. ? Model effective teaching strategies and techniques.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	3	5	3	25	7	15	10	17	14	0	0	0	0	99
Attendance below 90 percent	4	3	4	8	8	11	9	18	12	6	3	3	3	92
One or more suspensions	3	5	3	19	4	14	4	12	12	3	3	2	1	85
Course failure in ELA or Math	3	3	3	7	2	5	0	0	1	5	4	2	1	36
Level 1 on statewide assessment	0	0	0	25	7	14	9	14	13	3	5	2	0	92

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	3	4	3	22	7	15	8	18	13	4	5	3	1	106

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	2	1	7	0	0	0	0	10	0	0	0	6	2	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
30

Date this data was collected or last updated

Monday 7/8/2019

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	2	5	9	7	7	8	19	11	15	13	7	2	7	112
One or more suspensions	0	2	1	2	2	1	6	2	7	5	2	1	3	34
Course failure in ELA or Math	0	1	1	2	1	4	2	1	2	5	1	0	1	21
Level 1 on statewide assessment	0	0	0	9	1	4	14	10	15	0	0	0	0	53

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	7	10	0	0	0	0	0	0	0	0	0	0	17

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	2	5	9	7	7	8	19	11	15	13	7	2	7	112
One or more suspensions	0	2	1	2	2	1	6	2	7	5	2	1	3	34
Course failure in ELA or Math	0	1	1	2	1	4	2	1	2	5	1	0	1	21
Level 1 on statewide assessment	0	0	0	9	1	4	14	10	15	0	0	0	0	53

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	7	10	0	0	0	0	0	0	0	0	0	0	17

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%	62%	61%	0%	52%	57%
ELA Learning Gains	0%	60%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	51%	51%
Math Achievement	0%	62%	62%	0%	52%	58%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	0%	61%	59%	0%	51%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	50%	50%
Science Achievement	0%	54%	56%	0%	45%	53%
Social Studies Achievement	0%	78%	78%	0%	65%	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	3 (0)	5 (0)	3 (0)	25 (0)	7 (0)	15 (0)	10 (0)	17 (0)	14 (0)	0 (0)	0 (0)	0 (0)	0 (0)	99 (0)
Attendance below 90 percent	4 (2)	3 (5)	4 (9)	8 (7)	8 (7)	11 (8)	9 (19)	18 (11)	12 (15)	6 (13)	3 (7)	3 (2)	3 (7)	92 (112)
One or more suspensions	3 (0)	5 (2)	3 (1)	19 (2)	4 (2)	14 (1)	4 (6)	12 (2)	12 (7)	3 (5)	3 (2)	2 (1)	1 (3)	85 (34)
Course failure in ELA or Math	3 (0)	3 (1)	3 (1)	7 (2)	2 (1)	5 (4)	0 (2)	0 (1)	1 (2)	5 (5)	4 (1)	2 (0)	1 (1)	36 (21)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (9)	7 (1)	14 (4)	9 (14)	14 (10)	13 (15)	3 (0)	5 (0)	2 (0)	0 (0)	92 (53)

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	0%	58%	-58%	58%	-58%
	2018	9%	55%	-46%	57%	-48%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	0%	55%	-55%	58%	-58%
	2018	0%	53%	-53%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		-9%				
05	2019	21%	54%	-33%	56%	-35%
	2018	0%	52%	-52%	55%	-55%
Same Grade Comparison		21%				
Cohort Comparison		21%				
06	2019	8%	52%	-44%	54%	-46%
	2018	0%	51%	-51%	52%	-52%
Same Grade Comparison		8%				
Cohort Comparison		8%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	0%	51%	-51%	52%	-52%
	2018	0%	50%	-50%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	57%	-57%	56%	-56%
	2018	0%	56%	-56%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	51%	-51%	55%	-55%
	2018	0%	51%	-51%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	48%	-48%	53%	-53%
	2018	0%	50%	-50%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	61%	-61%	62%	-62%
	2018	0%	58%	-58%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	62%	-62%	64%	-64%
	2018	0%	58%	-58%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	58%	-58%	60%	-60%
	2018	0%	57%	-57%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	47%	-47%	55%	-55%
	2018	0%	41%	-41%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	57%	-57%	54%	-54%
	2018	0%	65%	-65%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	60%	-60%	46%	-46%
	2018	0%	47%	-47%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	7%	50%	-43%	53%	-46%
	2018	0%	52%	-52%	55%	-55%
Same Grade Comparison		7%				
Cohort Comparison						
08	2019	0%	46%	-46%	48%	-48%
	2018	19%	48%	-29%	50%	-31%
Same Grade Comparison		-19%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	67%	-67%
2018	0%	61%	-61%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	13%	67%	-54%	71%	-58%
2018	0%	66%	-66%	71%	-71%
Compare		13%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	70%	-70%
2018	0%	62%	-62%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	59%	-59%	61%	-61%
2018	0%	60%	-60%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	53%	-53%	56%	-56%

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	7	39	58	7	39	29	4	16			
BLK		45			38	33					
HSP	6	33		11	38						
WHT	15	33		16	45			33			
FRL	4	39		5	44	36	6	11			
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	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	197
Total Components for the Federal Index	9
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	19
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	22
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	28
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	18
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.

Standardized Tests-FSA-ELA
Due to the significant level of behaviors and poor attendance, students scored low on tests. All subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students) were below the 41% as we are a Special Education Center School with 100% students with disabilities.

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

Attendance-many students served come from single parent homes Parents of these students may have to work so students skip school, lack of transportation if students miss the bus, medication issues. Attendance is an issue with all subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students), we are a Special Education Center School with 100% students with disabilities focusing primarily on student behavior.

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.

FSA-Students all suffer from a range of disabilities which affect their academic abilities. Other factors including home life also contribute to student's inability to focus and learn. All subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students) were below the 41% as we are a Special Education Center School with 100% students with disabilities. While the state average is over 50% for students scoring a Level 3 or above on the FSA ELA assessment, Royal Palm has about 3% scoring a Level 3 of above.

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

Suspensions- Administrators, security staff, and teaching staff were more visible during class change as well as increased visibility while class was in session helped cut down on inappropriate behaviors occurring. Use of Positive behavior supports and the school store. All subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students) are affected as we are a Special Education Center School with 100% students with disabilities.

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

Focusing on Attendance and Retention for our areas of concern based on the EWS data. All subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students) as the majority of our students exhibit at least one early warning indicator since our population is 100% students with disabilities.

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

1. Increase attendance
2. Improvement in student behavior
3. Increase utilization of Edgenuity to achieve academic improvement
4. Increase students' ELA Learning Gain

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Student's attendance and behaviors have a direct correlation to student achievement.
State the measurable outcome the school plans to achieve	Decrease the percentage of students who are chronically absent from 62 to 57 including students in all subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students) as this is an area of concern for all students.
Person responsible for monitoring outcome	Robert Moretti (robertvm@leeschools.net)
Evidence-based Strategy	Increase the frequency of parent involvement workshops to show correlation between attendance and achievement
Rationale for Evidence-based Strategy	Student behaviors are evident in school as well as home. Workshops will provide strategies for parents to use in and in collaboration with the school strategies.
Action Step	
Description	1. Quarterly review of attendance records 2. Provide incentives through the Positive Behavior Interventions and Support (PBIS) token economy system. 3. Full time social worker to assist with parent contact and resources for students who are chronically absent
Person Responsible	Robert Moretti (robertvm@leeschools.net)

#2	
Title	Behavior
Rationale	100% of the population, which includes all subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students), have emotional and/or behavioral needs
State the measurable outcome the school plans to achieve	Decrease the number of OSS from 105 to 101 as measured by SESIR reported to district Support Application System
Person responsible for monitoring outcome	Robert Moretti (robertvm@leeschools.net)
Evidence-based Strategy	Provide social skills training, de-escalation strategies, positive behavior supports (PBIS), and classroom walkthroughs (from administration, security, police officer, behavior specialist, etc.)
Rationale for Evidence-based Strategy	All students enrolled in Royal Palm fall within the subgroup of Students with disabilities, as they all have Individual Education Plans (IEP). The primary focus is on inappropriate behaviors. They have been enrolled here because their behaviors have hindered academic progress in the general education setting.
Action Step	
Description	1. Review CASTLE discipline reports and OSS 2. Review IEP goals/progress quarterly 3. Use token economy and level system to support appropriate behaviors 4. Student of the Week to support students' good choices
Person Responsible	Robert Moretti (robertvm@leeschools.net)

#3	
Title	ELA Learning Gains
Rationale	The past two years' data show 0% growth in ELA amongst students tested in all subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students).
State the measurable outcome the school plans to achieve	Increase student learning gains from 0% to 15% throughout the school population including all subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students).
Person responsible for monitoring outcome	Elizabeth Meltzer (elizabethmel@leeschools.net)
Evidence-based Strategy	Teachers will use High Yield Teaching Strategies. School wide focus of text based questioning and writing in response to Reading.
Rationale for Evidence-based Strategy	Engagement and rigor. Due to the significant level of behaviors and the range of disabilities, students' academic functioning is lower than those of same age peers, causing low performance/scores on standardized tests. This is evident in all subgroups (Students with Disabilities, Black/African American Students, Hispanic Students, White Students, and Economically Disadvantaged Students).
Action Step	
Description	1. Addition of Read 180 and System 44 in Elementary 2. Use of Language Live and with fidelity 3. Use of Really Great Reading with fidelity 4. Enrolling students in intensive/intervention reading course
Person Responsible	Elizabeth Meltzer (elizabethmel@leeschools.net)

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).

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.

We have acquired a full time social worker to collaborate with the Parent Involvement Specialist to set up parent workshops that will provide more information and resources to enable access to other services to help the students.

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.

Students are placed in classes according to their social and academic needs. Instructional and support personnel are available as needed to provide assistance. Positive behavioral supports provided to meet behavioral needs of students.

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

Students who come into the school are given a tour of the facility, are introduced to Mental health needs are met on an as needed basis through a referral process. the staff, and are partnered up with a student to help with transitions around the campus. As students are preparing to exit the program, time is coordinated with the receiving school for the student to go spend time during the day to get acclimated to the new program. The behavior specialist takes the student for the scheduled visits. She also makes time to visit the student a number of times during the semester to ensure that the transition is going well or to provide assistance if problems arise.

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.

Students have the opportunity to participate in the voluntary work program on campus. Students receive on the job training at different work sites throughout the community.

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

Students who exhibit needs for college readiness are exited to his/her geographical school to meet their career aspirations.

Part V: Budget

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

1	III.A.	Areas of Focus: Attendance	$0.00
2	III.A.	Areas of Focus: Behavior	$0.00
3	III.A.	Areas of Focus: ELA Learning Gains	$0.00
		Total:	**$0.00**