Royal Palm School

2020-21 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: 7/23/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	%

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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SIP Authority

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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

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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, position title, and job duties/responsibilities 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.
Jahn, Ashley	Teacher, ESE	She is the Team Leader for Middle School. She will ensure the implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Bongiovi, Mollie	Instructional Coach	Provide professional development and assist with curriculum planning
Harrington, Ruth	Other	Team Leader for PreK SLPs
Williams, Jill	Other	Team Leader for K-12 SLPs
Nelson, Deborah	Teacher, K-12	She is the Team Leader for Fine Arts/Elective classes. She will over see our fine arts/elective program to help ensure we develop the whole child.
Smith, Maria	Teacher, ESE	She is the Team Leader for High School teachers. She will ensure the implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Erwin, Karen	Teacher, ESE	She is the Team Leader for Elementary. She will ensure the implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning.
Hand, Chris	Teacher, ESE	She is the Team Leader for Transition. She will ensure the implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning. She will ensure students are provided with instruction that will develop their independent and job skills.
Russell, Bryan	Assistant Principal	He is responsible for monitoring instruction and ensuring appropriate strategies are implemented so that all students have equitable access towards learning.

Demographic Information

Principal start date
Tuesday 7/23/2019, Jennifer Corcoran

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

74

Demographic Data

2020-21 Status (per MSID File)	Active
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Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
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School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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](#).	

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	2	8	13	10	15	17	15	16	13	10	29	12	68	228
Attendance below 90 percent	6	13	6	10	12	4	12	9	11	11	7	8	29	138
One or more suspensions	0	0	0	0	1	0	0	0	0	1	0	0	1	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	4	5	3	9	6	4	0	0	0	1	0	0	1	33

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

Date this data was collected or last updated

Monday 7/27/2020

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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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.

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					
	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

ESSA Federal Index	
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	1
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%	0
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%	0
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%	2
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%	2

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%	0
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%	0
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%	2
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%	2

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.

RPS rating is Maintaining. ESSA results indicate that only 94% of our students were tested.

ELA Achievement: 4% Learning Gains: 18% Lowest 25%: 21%
Math Achievement: 4% Learning Gains:31% Lowest 25%: 53%
Science Achievement: 11%
Social Studies Achievement: 13%

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

Midyear
After reviewing students' data, we have increased the number of students taking FSAA Datafolio from 26 to 41 to ensure students are being assessed with the appropriate assessment.Additionally,increased support and training were provided to teachers administering the

FSAA Datafolio to ensure proper data is collected.FSAA Datafolio data was successfully added for two of the collections periods.

Teachers were provided additional curriculum resources and materials aligned to Access Points Standards this year.Also,they were provided manipulatives, adapted books, and other hands-on learning activities in order to increase students' engagement. Based on surveys, classroom walkthroughs, and observations, teachers are using these resources to provide appropriate instruction to students.There has been an increase in progress monitoring and the use of standards-based assessments in FSAA format from last year.Teachers are using data to plan for instruction.

Teachers have increased their use of technology and AAC devices during instruction.This has enabled students to have a means of communication and be able to access instruction.

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.

"Morning Learning" Sessions focused on Access Points Standards, assessments, curriculum resources, and instructional practices have been provided to staff several times per month so that teachers have the tools to provide appropriate instruction. There has already been a 100% increase in professional development provided to teachers this year.

Based on the action steps taken, progress is being made toward school improvement goals. Due to the lack of data for FY20 because of state-mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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.

Teachers will continue:
To utilize the curriculum and resources provided in order to ensure appropriate standards-based instruction is provided. Curriculum resources will continue to be shared with staff through meetings and school newsletters.

To administer assessments in FSAA format and progress monitor students. This will enable students to be familiar with the format of the test.

Recieve "Morning Learning" Sessions focused on Access Points Standards, assessments, curriculum resources, and instructional practices have been provided to staff several times per month so that teachers have the tools to provide appropriate instruction. There has already been a 100% increase in professional development provided to teachers this year.

Be provided curriculum resources and materials aligned to Access Points Standards this year. Also, teachers were provided manipulatives,adapted books, and other hands-on learning activities in order to increase students' engagement.

Monitoring shows teacher surveys,classroom walkthroughs, and observations, resources are being used to provide appropriate instruction to students. Additionally, there has been an increase in progress monitoring and the use of standards-based assessments in FSAA format from last year.Teachers are using data to plan for instruction. Teachers have increased their use of technology and AAC devices during instruction. This has enabled students to have a means of communication as well as be able to access instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance has been an issue at RPS and if students are not in school they will not receive the support and instruction to learn and make the progress necessary for future success. During FY21 we will be implementing a new attendance program, "Attendance Matters". Students will be flagged after three days of absence, instructional coach will communicate with families and teachers and provide supports to ensure students remain in school.

Level 1 in state assessment (FSAA)- Increasing achievement in ELA and Math is a concern. Both areas need to increase learning gains. Our students enter with large deficiencies in reading comprehension and writing, these impede our teachers' ability to dive into grade level standards. It is vital that remediation occur, to close our achievement and learning gaps.

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. Ensure learning gains & progress for ESSA categorized subgroups. We analyzed student data to identify which students fall under various subgroup categories. We reviewed teacher data to identify content area experts to lead instruction and to ensure support for the identified students. Ensure student progress and achievement in all content areas, decreasing the number of failures: Teachers were provided mentoring and professional support during PLCs. We provided individualized real-time coaching to our teachers to assist with classroom management and effective teaching practices. In addition, focusing on attendance and with the support of the Transition Resource Teacher we will ensure students have positive outcomes on all areas below.

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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	To ensure progress towards student achievement and success in alignment with LTO #2, High school Readiness and LTO #3 High School graduation rate with an emphasis on our ESSA identified subgroups: SWDs, ELLs, Blacks/African Americans, Hispanics, Whites and Economically Disadvantaged. Royal Palm School rating is 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. Midyear After reviewing students' data, we have increased the number of students taking FSAA Datafolio from 26 to 41 to ensure students are being assessed with the appropriate assessment. Additionally, increased support and training were provided to teachers administering the FSAA Datafolio to ensure proper data is collected and inputted correctly into the database. FSAA Datafolio data was successfully added for two of the collections periods.
Measurable Outcome:	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% Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.
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 All of these strategies will be offered to all the students with an emphasis on our ESSA identified subgroups: SWDs, ELLs, Blacks/African Americans, Hispanics, Whites and Economically Disadvantaged.
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 generalized across content areas with vocabulary, pictures, icons, AAC devices, realia, etc linked to that content assessment and mimicks the standardized teaching format to help prepare students for assessments and provide teachers data toward progress monitoring. 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.

Action Steps to Implement

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

Person Responsible	Jennifer Corcoran (jennifer.corcoran.2@palmbeachschools.org)

2. Appropriate curriculum aligns to standards that will ensure students are taught the tested standards.
a. Provide teachers with curriculum resources available
b. Share curriculum resources at Team Leader Meetings
c. Provide additional support during ELA and Math for our ELL students (CLFs). Our Community Language Facilitators (CLFs) provide native language support in content classes to ensure instructional delivery is comprehensible for our English language learners.
d. Monitoring will occur classroom walks, lesson plan reviews, informal and formal observations, and students' progress (Dr. Corcoran)

Person Responsible	Mollie Bongiovi (mollie.bongiovi@palmbeachschools.org)

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)

Person Responsible	Jennifer Corcoran (jennifer.corcoran.2@palmbeachschools.org)

4. Technology
a. Purchase additional online curriculum aligned to Access Points Standards
b. Provide regular training to teachers on how to incorporate technology within their instruction.
c. Provide regular training on how to use technology to progress monitor students' progress

Person Responsible   Jennifer Corcoran (jennifer.corcoran.2@palmbeachschools.org)

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   Jennifer Corcoran (jennifer.corcoran.2@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 the implementation of SwPBS programs.

Royal Palm School participates in the Character Counts program. Each month, we identify the character trait of the month, provide lessons to teach the trait, and recognize students who exhibit the character trait.

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.

Royal Palm School is a Green School of Excellence. We use ongoing "green programs, projects and practices to instill a culture of environmental stewardship and sustainability" in our classrooms and on our school campus. We have developed a school-wide green culture through instruction, projects, and school-wide activities. We have a "Green Team" consisting of our transition students who collect recycling from all classrooms and offices each week.

Royal Palm School has added a science class to the fine arts wheel. Elementary and Middle school students will engage in hands-on learning each week. In addition, 5th graders and 11th graders will be provided with additional science support to help increase and develop their science skills.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We involve parents, community, and business partners to collaborate and support school improvement through SAC. Parents are notified of meetings through written invitations (multiple languages), 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.We provide training to parents on preparing their children for kindergarten (Pre-Kindergarten to Kindergarten Transition).

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.

School offers many volunteers and business partners opportunities to read to students in classrooms, help create materials to use during lessons, volunteer at events, and assist with creating bulletin boards.

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.

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 the implementation of SwPBS programs.

Royal Palm School participates in the Character Counts program. Each month, we identify the character trait of the month, provide lessons to teach the trait, and recognize students who exhibit the character trait.

We host school-wide events to build school spirit, relationships, and skills. In addition, we have school-wide assemblies that are cultivating activities to topics/themes being studies.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$407.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1801 - Royal Palm School	School Improvement Funds	370.0	$407.00
			Notes: Pending SAC approval			
					Total:	$407.00