

The School District of Palm Beach County

Royal Palm School



2021-22 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: 8/3/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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)	2020-21 Title I School	2020-21 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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Corcoran, Jennifer	Principal	As principal of Royal Palm School, Dr. Corcoran, supervises all aspects of the educational program. First and foremost, Dr. Corcoran is the instructional leader of this school. She is responsible for the equitable and appropriate instruction for all students. She is the decision maker in regards to the master schedule, teacher evaluations and supervision, professional development, and hiring new teachers and staff. She is responsible for all budgetary decisions.
Bieszak, Heather	Teacher, ESE	She is the Team Leader for the Transition Department. She ensures implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning. She is an instructional leader on campus.
Fox, Shari	Other	She is the Team Leader for the PreK Team. She ensures implementation of grade level standas and appropriate strategies, resources, and assessments to support student learning. She is an instructional leader on campus. She also ensures ESE paperwork is in compliance.
Joyner, Georgene	Teacher, ESE	She is the Team Leader for the Fine Arts Team. She ensures implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning. She is an instructional leader on campus.
Bongiovi, Mollie	Instructional Coach	She facilitates collaborative planning sessions every couple of weeks with all teams/departments to assist with lesson planning. She creates curriculum documents (i.e. pacing guides, units of study, etc.) she ensure instruction aligns to standards. She also provides professional development and 1:1 coaching to teachers.
Williams, Jill	Other	She is the Team Leader for the K-12 SLPs, OTs, PTs, DHH, and VI. She ensures implementation appropriate strategies, resources, and assessments to support student learning and communication. She is an instructional leader on campus.
Murray, Paige	Other	She is the Team Leader for the PreK SLPs. She ensures implementation appropriate strategies, resources, and assessments to support student learning and communication. She is an instructional leader on campus.
Connell, Molly	Teacher, ESE	She is the Team Leader for the Elementary Team. She ensures implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning. She is an instructional leader on campus.

Name	Position Title	Job Duties and Responsibilities
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 8/3/2021, 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.*

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.*

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

306

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	0	1	8	13	9	12	19	15	15	12	10	26	70	210	
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	0	0	0	0	0	0	0	0	0		
Course failure in ELA	4	5	3	10	7	6	0	0	0	0	0	0	0	35	
Course failure in Math	1	3	1	7	4	2	0	0	0	0	0	0	0	18	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
FY19 FSAA ELA Level 1 or 2	0	0	0	10	13	11	0	0	0	0	0	0	0	34	

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	0	0	

Date this data was collected or last updated

Wednesday 8/11/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	61%		55%	60%
ELA Learning Gains					58%	59%		56%	57%
ELA Lowest 25th Percentile					55%	54%		51%	52%
Math Achievement					53%	62%		52%	61%
Math Learning Gains					55%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		49%	52%
Science Achievement					45%	56%		49%	57%
Social Studies Achievement					75%	78%		72%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Royal Palm School supports a very diverse group of students with significant cognitive disabilities working on Access Points Standards. Based on the unique needs of our students, instruction and assessments are individualize. Therefore, there is not a common assessment by grade/content. Progress monitoring will occur for students enrolled in the Access Biology course. Unit assessments will be given to the students to monitor progress towards the standards and prompting levels will be monitored. Progress monitoring for ELA standards will occur for all students in grades K-12. Selected standards will be progressed monitored weekly.

One of our goals this year is to implement a progress monitor assessments for each grade/content.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	3	19	23	3	25	50		3		80	
BLK	3	24			24						
HSP		19			33						
WHT	10			20							
FRL	3	19	23	3	25	50		3		69	

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	20
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	10
Percent Tested	84%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	
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	9
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	10
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	15
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	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Below is a comparison of data based on School Rating Scores.

In FY 18, ELA Gains: 22%

In FY 19, ELA Learning Gains: 18%

In FY 21, ELA Learning Gains: 21%

The trend at Royal Palm School is that we are not able to sustain consistency in our instructional staff due to inexperienced teachers, non-certified teachers, and vacancies in instructional and therapeutic staff. One barrier is that we see is consistent vacancies that impact the communication and instructional needs of our students.

In addition to attendance being a contributing factor, many of our students are pulled during the school day for medical and therapy reasons/appointments.

Level 1 in-state assessment (FSAA)- An 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 occurs, to close our achievement and learning gaps.

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 analyze student data to identify which students fall under various subgroup categories. We review teacher data to identify content area experts to lead instruction and to ensure support for the identified students. We have established an all-hands-on-deck policy where support is provided and ensured in all our classrooms to ensure students are learning.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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

FY19 ELA Achievement: 4% Learning Gains: 18% Lowest 25%: 21%

FY19 Math Achievement: 4% Learning Gains: 31% Lowest 25%: 53%

FY19 Science Achievement: 11%

FY19 Social Studies Achievement: 13%

The data that showed the greatest decline was shown in ELA.

FY21 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the pandemic, the students were required to participate in virtual learning for the last few months of the FY20 school year. Students had the opportunity to return to face to face instruction in FY21, however, many of our students remained virtual for personal reasons.

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 students' opportunity for learning. This is a trend because in previous years the school has been rated unsatisfactory or declining.

Compared to last year, Math Learning Gains increased from 22% to 31%. In addition, our lowest 25% in math was a 53%.

Teachers will continue:

To administer assessments in FSAA format and progress monitor students. This will enable students to be familiar with the format of the test. Progress monitoring for ELA standards will occur for all students in grades K-12. Selected standards will be progressed monitored weekly.

To receive "Morning Learning" Sessions focused on Access Points Standards, assessments, curriculum resources, and instructional practices have been provided to staff so that teachers have the tools to provide appropriate instruction.

To be provided curriculum resources and materials aligned to Access Points Standards. 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. Teachers have increased their use of technology and AAC devices during instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FY21 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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

What strategies will need to be implemented in order to accelerate learning?

Collaborative Planning Sessions will focus 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.

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. We will be implementing a 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.

We will develop a progress monitoring tool to ensure student learning and achievement. This will be incorporated within Biology and World History.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. During Collaborative Planning Sessions, teachers will receive a variety of professional development to ensure student success.
 - a. Standards Based Instruction
 - b. Curriculum and Content
 - c. Instructional Strategies and Practices
 - d. Assessments and Progress Monitor
2. "Morning Learning Sessions" for instructional and non-instructional staff will focus on meeting students' individual needs.
 - a. Communication
 - b. Behavior
 - c. Schoolwide Positive Behavior Support

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

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 Standards-aligned Instruction

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%
In FY 21, ELA Learning Gains: 21%

The trend at Royal Palm School is that we are not able to sustain consistency in our instructional staff due to inexperience teachers, non-certified teachers, and vacancies in instructional and therapeutic staff. One barrier is that we see is consistent vacancies that impact communication and instructional needs of our students.
In addition to attendance being a contributing factor, many of our students are pulled during the school day for medical and therapy reasons/appointments.

Area of Focus Description and Rationale:

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.

Royal Palm School is an ESE Center. All students are students with disabilities. All of our students fall into the ESSA subgroup of ESE. We also have students in ESSA subgroups of White, Black, Hispanic, and FRL.

FY19 ELA Achievement: 4% Learning Gains: 18% Lowest 25%: 21%
FY19 Math Achievement: 4% Learning Gains: 31% Lowest 25%: 53%
FY19 Science Achievement: 11%
FY19 Social Studies Achievement: 13%

FY21 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.

During FY19 this was our data:

FY19 ELA Achievement: 4% Learning Gains: 18% Lowest 25%: 21%

Goal for FY21 ELA Achievement: For all our ESSA identified subgroups to have a Learning Gains: Lowest 25%

FY19 Math Achievement: 4% Learning Gains: 31% Lowest 25%: 53%

Goal for FY21 Math Achievement: For all our ESSA identified subgroups to have a Learning Gains: Lowest 25%

FY19 Science Achievement: 11%

Goal for FY21 Science Achievement: For all our ESSA identified subgroups to have a Learning Gains: Lowest 25%

FY19 Social Studies Achievement: 13%

Goal FY21 Social Studies Achievement: For all our ESSA identified subgroups to have a

Measurable Outcome:

Learning Gains: Lowest 25%

Monitoring: Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Monitoring will occur through classroom walks, lesson plan reviews, informal and formal observations, and students' progress during Collaborative Planning Sessions.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

1. Collaborative Planning Sessions - Collaborative planning sessions occur with Curriculum Coach and teacher grade band teams to discuss and plan for standards based instruction, share resources
2. Morning Learning Sessions - Morning Learning Sessions for non-instructional and instructional staff on selected topics to include related services, collaboration, positive behavior reinforcement, and communication needs among others are offered monthly to ensure consistency implementation by all staff.
3. Alignment of Instruction to Standards: 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 newsletter.
4. Progress Monitoring - Teachers will progress monitor weekly for ELA.

1. Collaborative Planning Sessions - Collaborative planning sessions led by the Curriculum coach focused on standards-based instruction, curriculum and resources, and assessment allow teachers opportunities to plan to meet all individual students' needs, collaborate, and receive specific support as needed. The rationale and criteria for selecting this strategy is due to the need for consistency across teacher teams in aligning instruction and curriculum to meet the needs of all learners particularly due to the unique individual needs of our students.

Rationale for Evidence-based Strategy:

2. Morning Learning Sessions - Both non-instructional and instructional staff requested additional training on select topics given the diverse needs of the school population to ensure cross-training among noninstructional staff and consistency among instructional staff. A needs assessment was conducted by the administrative team to ensure staff needs were met during Morning Learning Sessions

3. Alignment of Instruction to Standards: Appropriate curriculum aligned to standards will ensure students are taught the standards efficiently.

4. Progress Monitoring in Biology Teachers will continue to administer assessments in FSAA format and progress monitor students. This will enable students to be familiar with the format of the test.

Action Steps to Implement

1. Collaborative Planning Sessions
 - a. Weekly teacher meetings with Curriculum Coach by grade and subject area
 - b. Curriculum Coach will provide direct support relating to planning, resources and implementation of

standards-based instruction.

c. Teachers will receive ongoing professional development focusing on student learning and achievement

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

2. Morning Learning Sessions

- a. Develop a schedule to ensure participation from all instructional and non instructional staff
- b. Implemented a needs assessment to determine staff needs and supports
- c. Collaboration occurs with district and school based personnel to conduct sessions
- d. Monitoring of execution of strategies

Person Responsible Bryan Russell (bryan.russell@palmbeachschools.org)

3. Alignment of Instruction to Standards

- a. Provide teachers with curriculum resources available
- b. Share curriculum resources at Team Leader Meetings
- c. Collaborative planning has been established where teachers meet either one on one or in small group to work directly with the Curriculum Coach to ensure strategic focus and alignment to the standards
- d. Progress monitoring to ensure students are taught the tested standards.

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

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

Person Responsible Bryan Russell (bryan.russell@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Royal Palm School does not have any incidents that require suspensions in or out of school and incidents in general.

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. Our SWPBS team has implemented an adult and student-friendly matrix to ensure universal guidelines are followed across campus in various settings. 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.

The Royal Palm SwPBS team continues to collaborate with the district and Department of Safe Schools to fully implement our SwPBS system across the campus for both PreK and K12 students. Additionally the teachers and team work to instill an appreciation for multicultural diversity through structured standards-based lessons and the implementation of SwPBS programs.

To compliment the implementation of universal guidelines, students who need more individualized supports are referred to the School-Based Team. The PreK team and K12 team have established a School-Based Team to implement behavioral based strategies for select students, discuss positive interventions, and monitor progress to ensure the students are successful. Small group counseling and social skills groups occur with Behavioral Health Professional to support social-emotional needs.

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.

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.

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 Parent and Family Engagement Plan(PFEP).

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).

Parent training meetings regarding various topics that directly relate to student academic progress, communication needs, and behavioral support 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 occurs frequently between outside agencies and district-based resources such as Children's Services Council Parent Education, PreK ESE Department, the Palm Beach County Home Extension, the ESE Behavior Group, and the Assistive Technology team. The ESE Coordinators, CLF, Behavior Resource Teacher, BHP, administration, related service providers and teachers collaborate with outside agencies to ensure that students who need support in various areas at home are provided with necessary resources to make progress and be successful.

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. Our SWPBS team has implemented an adult and student-friendly matrix to ensure universal guidelines are followed across campus in various settings. 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. The Royal Palm SwPBS team continues to collaborate with the district and Department of Safe Schools to fully implement our SwPBS system across the campus for both PreK and K12 students. Additionally the teachers and team work to instill an appreciation for multicultural diversity through structured standards-based lessons and the implementation of SwPBS programs.

To compliment the implementation of universal guidelines, students who need more individualized supports are referred to the School-Based Team. The PreK team and K12 team have established a School-Based Team to implement behavioral based strategies for select students, discuss positive interventions, and monitor progress to ensure the students are successful. Small group counseling and social skills groups occur with Behavioral Health Professional to support social-emotional needs.

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.

Finally, Royal Palm School works to host school-wide events to build school spirit, relationships, and social skills for all students. In addition, we have school-wide assemblies that cultivating activities to topics/themes being studied.

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 STEAM class to the fine arts wheel. Students will engage in hands-on learning each week that is standards-based and also targets individual goals to ensure progress in all areas.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

It is the goal of Royal Palm School to ensure all stakeholders are represented at all times to support student progress. All parents are invited to participate in all meetings where the parent/family engagement plan is discussed to ensure full representation of all stakeholders. Teachers, administrators, and non-instructional staff represent school-based personnel. The Royal Palm School SAC chair serves as liaison between school and outside community interests. Additionally, business and community partners are represented to ensure that community partnerships are available to support parent engagement and link school and community. Through ongoing and active communication the school-based staff works diligently to promote a positive culture among all stakeholders both in the school and in the community to ensure students are building independence and achieving their individual goals.

The Assistant Principal supports the SwPBS team. The SwPBS team 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.

Transition Program-Transition Teachers ensure that the Transition program provides students with a positive culture and environment to develop independent, daily living, and job skills to function independently in school and community settings.

Character Counts-Jamilah St Juste leads 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.

Instructional and non-instructional staff have been trained in the execution and delivery of all programming to promote positive school culture and environment.

In addition, our students are exposed to the Pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 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 the 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00