

The School District of Lee County

Royal Palm Exceptional School Center



2021-22 Ungraded Schoolwide Improvement Plan

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Royal Palm Exceptional School Center

3050 INDIAN ST, Fort Myers, FL 33916

<http://roy.leeschools.net/>

Demographics

Principal: Robert Moretti

Start Date for this Principal: 8/26/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
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 Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Unsatisfactory
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Royal Palm Exceptional School services students from the entire county/district. Every student that attends Royal Palm has an IEP (Individualized Education Plan). Students are unable to be educated in a traditional school setting due to significant behavioral challenges. Students participate in a level system which they progress through with the ultimate goal being a return to his/her geographical school. Each classroom has a teacher and at least one helping teacher. Classrooms with students requiring a one to one adult assistant have additional helping teachers. Royal Palm has a full time Social Worker and full time Behavior Specialist to assist with behavior and mental health needs.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Moretti, Robert	Principal	<p>*Achieve results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>* Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p> <p>Maintain a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</p> <p>Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction.</p> <p>Engage in data analysis for instructional planning and improvement and communicate the relationship among academic standards, effective instruction, and student performance.</p> <p>Implement the District's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</p> <p>Recruit, retain, and develop an effective and diverse faculty and staff.</p> <p>Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.</p> <p>Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction.</p> <p>Employ a faculty with the instructional proficiencies needed for the school population served and identify faculty instructional proficiency needs,</p>
Wilson, Latoria	Assistant Principal	<p>Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p> <p>Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students.</p> <p>Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</p> <p>Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>effective instruction, and student performance.</p> <p>Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments.</p> <p>Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan.</p> <p>Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning.</p> <p>Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being.</p> <p>Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</p> <p>Use critical thinking and problem solving techniques to define problems, identify solutions, and evaluate decision for effectiveness.</p> <p>Promote teacher-leadership functions focused on instructional proficiency and student learning.</p> <p>Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders.</p> <p>Practice effective oral, written, and electronic communication skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community.</p> <p>Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school.</p> <p>Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p>Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, Florida Administrative Code and the Florida Leadership</p> <p>Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code.</p> <p>Demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers that include disagreement and dissent with leadership.</p> <p>Engage in professional learning that improves professional practice in alignment with the needs of the school system.</p> <p>Demonstrate willingness to accept responsibility for actions and constructive criticism for professional growth.</p> <p>Implement regulations as they pertain to the assigned school.</p>
Meltzer, Elizabeth	Reading Coach	<p>Work with teachers to ensure that scientifically-based literacy researched programs are implemented with fidelity.</p> <p>Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the schools they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement.</p> <p>Mentor teachers in providing appropriate intensive intervention instruction for struggling students, including those who are Limited English Proficient.</p> <p>Model lessons in effective reading instruction, including lessons that provide differentiated instruction.</p> <p>Facilitate teacher study groups regarding current reading research and effective reading instruction.</p> <p>Organize and lead professional development programs which are needs based and focused on the accomplishments of the established reading benchmarks.</p> <p>Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership.</p> <p>Coach teachers in effective literacy instructional strategies through interrelated content.</p> <p>Coordinate and schedule ongoing professional development of teachers through activities such as coaching grade level meetings, classroom demonstrations, and study groups.</p> <p>Model enthusiasm, commitment, and intensity for focused reading instruction.</p> <p>Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County.</p> <p>Assist content area teachers by providing and demonstrating effective strategies for content instruction to students.</p> <p>Coach teachers in the latest techniques for the prevention and remediation of reading problems.</p> <p>Model effective teaching strategies and techniques.</p>
Millins, Jill	Behavior Specialist	<p>Provide direct instructional and behavioral assistance/support to the teachers and assistants of the ESE team.</p> <ul style="list-style-type: none"> ▪ Evaluate and report on functional behavior assessments for students currently receiving ESE services. ▪ Provide guidance to Individual Educational Plan (IEP) teams in writing positive behavior interventions plans (PBIPs) and functional behavior assessments (FBAs). ▪ Collaborate with teachers to design and implement individual behavior systems for students currently receiving ESE services. ▪ Design and/or provide staff development to teachers and/or assistants of exceptional education students related to behavioral interventions strategies and/or techniques. ▪ Provide support with data collection/analysis and assist with behavioral observations for students currently receiving ESE services; write follow-up reports related to student behavior. ▪ Perform Medicaid administrative claims reimbursable activities as directed in

Name	Position Title	Job Duties and Responsibilities
		<p>accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.</p> <ul style="list-style-type: none"> ▪ Assist general education teachers/staff regarding modifications, accommodations, and instructional and behavioral techniques to ensure academic and behavioral success for students currently receiving ESE services. ▪ Collaborate with teachers to create schedules that ensure implementation of social skills instruction to meet the needs of the students. ▪ Support faculty and staff in short-term crisis management for students when their behavior is a danger to self, others, or property. ▪ Collaborate with faculty/staff to facilitate inclusion of students with disabilities and serve as parent/school/community liaison and ESE student advocate. ▪ Attend monthly behavior specialist meetings. ▪ Maintain current certification in de-escalation and appropriate physical intervention techniques using Board-recommended Programs <p>Provide guidance/consultative support to general education teachers/staff regarding modifications, accommodations, and instructional and behavioral techniques for students not currently receiving ESE services.</p>
Perry, Michele	Instructional Coach	<p>Work with teachers to ensure that scientifically-based programs are implemented with fidelity.</p> <p>Provide direct, classroom-based, professional development for teachers through regular modeling of research-based instructional strategies.</p> <p>Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the schools they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement.</p> <p>Mentor teachers in providing appropriate intensive intervention instruction for struggling students, including those who are Limited English Proficient.</p> <p>Model lessons in effective instruction, including lessons that provide differentiated instruction.</p> <p>Facilitate teacher study groups regarding current research and effective instruction.</p> <p>Organize and lead professional development programs which are needs based</p> <p>Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership.</p> <p>Coach teachers in effective instructional strategies through content areas.</p> <p>Coordinate and schedule ongoing professional development of teachers through activities such as coaching grade level meetings, classroom demonstrations, and study groups.</p> <p>Model enthusiasm, commitment, and intensity for focused instruction.</p> <p>Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County.</p> <p>Assist content area teachers by providing and demonstrating effective</p>

Name	Position Title	Job Duties and Responsibilities
		<p>strategies for content instruction to students.</p> <p>Coach teachers in the latest techniques for the prevention and remediation of all subject area.</p> <p>Model effective teaching strategies and techniques.</p>

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Thursday 8/26/2021, Robert Moretti

Number of teachers with professional teaching certificates?

24

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

26

Total number of students enrolled at the school.

128

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

2

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

2

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	0	5	8	13	8	16	16	20	7	11	8	16	128	
Attendance below 90 percent	0	0	0	1	4	1	4	4	6	2	3	3	5	33	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	1	0	0	2	
Course failure in ELA	0	0	0	0	0	0	2	0	9	7	1	4	5	28	
Course failure in Math	0	0	0	0	0	0	2	0	9	7	1	4	5	28	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	3	10	7	9	3	2	2	3	39	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	3	13	7	9	4	1	2	0	39	
Number of students with a substantial reading deficiency	0	0	5	4	11	6	13	9	12	5	3	2	4	74	
	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	5	5	5	5	14	10	15	4	0	2	3	68	

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	4	0	0	0	0	4	
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

Thursday 8/26/2021

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	3	5	3	25	7	15	10	17	14	0	0	0	0	99	
Attendance below 90 percent	4	3	4	8	8	11	9	18	12	6	3	3	3	92	
One or more suspensions	3	5	3	19	4	14	4	12	12	3	3	2	1	85	
Course failure in ELA	3	3	3	7	2	5	0	0	1	5	4	2	1	36	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	14	9	14	13	3	3	5	2	0	88	
Level 1 on 2019 statewide FSA 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	3	4	3	22	7	15	8	18	13	4	5	3	1	106	

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	2	1	7	0	0	0	0	10	0	0	0	6	2	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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					62%	61%		55%	60%
ELA Learning Gains					60%	59%		53%	57%
ELA Lowest 25th Percentile					53%	54%		46%	52%
Math Achievement					62%	62%		55%	61%
Math Learning Gains					61%	59%		55%	58%
Math Lowest 25th Percentile					49%	52%		52%	52%
Science Achievement					54%	56%		51%	57%
Social Studies Achievement					78%	78%		75%	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	0%	58%	-58%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	55%	-55%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	21%	54%	-33%	56%	-35%
Cohort Comparison		0%				
06	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	8%	52%	-44%	54%	-46%
Cohort Comparison		-21%				
07	2021					
	2019	0%	51%	-51%	52%	-52%
Cohort Comparison		-8%				
08	2021					
	2019	0%	57%	-57%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	48%	-48%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	61%	-61%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	62%	-62%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	58%	-58%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	57%	-57%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	60%	-60%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	7%	50%	-43%	53%	-46%
Cohort Comparison						
08	2021					
	2019	0%	46%	-46%	48%	-48%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-7%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	13%	67%	-54%	71%	-58%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	59%	-59%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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	10	25		11	35		6				
BLK	10	25		5							
HSP	5	8		14	23						
WHT	20			17	33						
FRL	11	31		9	30		7				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	39	58	7	39	29	4	16			
BLK		45			38	33					
HSP	6	33		11	38						
WHT	15	33		16	45			33			
FRL	4	39		5	44	36	6	11			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	17
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	87
Total Components for the Federal Index	5
Percent Tested	77%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
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	13
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	13
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	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

ELA-Previous year progress monitoring included STAR, DIBELS, and Diagnostic screenings through instructional programs(Really Great Reading, Language Live, Read 180 and System 44)
 Behavior-PBIS, daily/weekly points tracking, and Type B behavior documentation
 Attendance- Daily points tracking, monthly attendance comparison of Home Connect and face to face students via FOCUS

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Behavior showed the most improvement however, due to pandemic protocol previous year data is skewed. Type B behavior tracking was implemented to maintain more accurate behavioral data.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Greatest area of need is Attendance. Due to the significant level of inappropriate behavior and other environmental factors students are frequently absent from school therefore affecting academic progress.

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

As students age, attendance becomes more of an issue. The older they are the less likely they are to attend school.

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

Through Title I, parent involvement and the importance of student attendance/achievement is targeted through parent workshops.

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.

Teachers are provided opportunities for extended training through various workshops both school based and district wide.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Discipline**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As an ESE Center School, 100% of the student population(Black/African American, Hispanic, White, and Economically disadvantaged) have emotional and/or behavioral challenges and require a higher level of support not available in the general education setting.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the number of Type B behaviors from an average 103 per week to 98 per week.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Type B documentation and point sheets

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Provide instruction and practice of social skills, de-escalation strategies, PBIS(Positive Behavior Intervention Support), mindful meditation practices (CALM), classrooms walkthroughs (from administrations, security, behavior specialists, SRO, etc)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

100% of the student population at Royal Palm have Individual Education Plans. The primary focus is on modification and improvement of inappropriate behaviors in the education setting.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review FOCUS discipline reports and Type B behavior documentation

Person Responsible

Robert Moretti (robertvm@leeschools.net)

Use token economy (PAW store) and level system to support appropriate behavior

Person Responsible

Jill Millins (jillkm@leeschools.net)

Student's review of points and level data on a weekly basis

Person Responsible

Jill Millins (jillkm@leeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student attendance has a direct correlation to student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase total average attendance from 76 to 80 percent.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance summary reports from FOCUS in collaboration with the school Social Worker District Statistics

Person responsible for monitoring outcome:

Latoria Wilson
(latorialw@leeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Continued use of parent involvement workshops to show correlation between attendance and achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Workshops provide strategies for parents to use at home and in collaboration with school strategies.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Quarterly review of attendance records

Person Responsible

Latoria Wilson
(latorialw@leeschools.net)

Provide incentives through the PBIS token economy system

Person Responsible

Jill Millins
(jillkm@leeschools.net)

Full time Social Worker to assist with parent contact and resources for students who are chronically absent.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Due to emergency state orders, updated testing data is not available. Goal for current school year will remain the same.

Students in all subgroups represented at Royal Palm demonstrated below grade level proficiency in ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase student learning gains from 0 to 15% throughout all subgroups schoolwide.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

District Progress monitoring assessments throughout the year

Person responsible for monitoring outcome:

Elizabeth Meltzer (elizabethmel@leeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The use of high yield teaching strategies and a schoolwide focus on text based questioning and writing in response to reading will be continued.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Due to the significant level of inappropriate student behaviors and range of disabilities of all subgroups (Students with Disabilities, Black/African American, Hispanic, White, and Economically Disadvantaged), student's academic functioning is lower than those of same age peers causing low performance/scores on standardized tests.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continuation of Read 180 and System 44 in 4th, 5th, and high school

Person Responsible

Elizabeth Meltzer (elizabethmel@leeschools.net)

Continuation of Really Great Reading

Person Responsible

Elizabeth Meltzer (elizabethmel@leeschools.net)

Addition of Read 180 and System 44 for middle school students

Person Responsible

[no one identified]

Addition of I-Ready for students grades K-8

Person Responsible

Elizabeth Meltzer (elizabethmel@leeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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

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

Parent Involvement Specialist- communicates information related workshops
School Social Worker-Assists parents and collaborates parent involvement specialist
Parents- work in conjunction with school to promote academic achievement for their students
Community members-provide various donations and support to school and families.