Royal Palm School

2023-24

Schoolwide Improvement Plan (SIP)

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Royal Palm School

6650 LAWRENCE RD, Lantana, FL 33462

https://rpec.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
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.
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.
Bongiovi, Mollie	Curriculum Resource Teacher	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.
Newsome, Joshua	Behavior Specialist	Mr. Newsome is responsible for overseeing the school Behavior Team and collaborating directly with administration, the ESE Coordinators, and the classroom teachers to ensure implementation of all individual behavior intervention plans as well as supplemental plans. Additionally, he provides resources, staff training, parent training, and directly models and supports the teaching of replacement behaviors for students to ensure generalization and promote independence.
Stango, Tonina	Teacher, ESE	Ms. Stango is responsible for overseeing the development and implementation of all student Individualized Education Plans and serving as the LEA who conducts all IEP and Child Study Team meetings for students in grades PreK-12. Additionally she serves as a direct support for parents and caregivers to ensure they have clear understanding of all educational decisions made regarding their child and provides resources and follow up on a regular basis to support all student needs. Ms. Stango is also the SAC Chair

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School leadership team works to involve all stakeholders in the development and final approval of SIP through School Advisory Council. This includes the school leadership team, the SAC chair, select teacher leaders, parents, business and community leaders. Input has been gathered throughout the course of the school year via the Comprehensive Needs Assessment and other measures to ensure continuity amongst all stakeholders. During this process a review will take place for the school's identification for ESSA support and improvement and individual accountability indicators will be shared

with all stakeholders as well as methods of comprehensive intervention to yield improvement. The School Advisory Council will review the School Improvement plan and further assist with final approval. A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Through monthly parent trainings we additionally support workshops facilitated by school and district staff as well as outside community agencies to build parent capacity.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes our continuous improvement work at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals focusing on our ESSA-identified subgroups SWDs, Blacks, Hispanics, FRL, and Whites:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps toward improvement
• Creating and maintaining a culture of collaboration toward shared decision-making
• Supporting professional learning and improvement

Through collaborative planning sessions, Curriculum Coach will assist with progress monitoring individual ESSA subgroups to ensure academic progress towards individual goals. Additionally ESE Coordinator and Behavior Resource Teacher will work to build capacity amongst students, parents, and community stakeholders to help improve home school connections among all ESSA subgroups.

The SIP will be monitored on a regular basis and methods of monitoring will include but not be limited to review of lesson plans, ongoing data analysis through collaborative learning sessions, classroom walk-throughs and feedback, formal and informal student assessment, data collection toward individual student goals, and progress monitoring. The curriculum Coach and administration work directly with instructional staff to create assessments based on state standards and personal goals and meet in collaborative sessions to monitor progress, assess impact, and determine if re-teaching is needed after assessment. The School Leadership team will meet on a monthly basis to review trends relating to all of the above measures in a formal capacity and revise strategies and methods of intervention as needed to ensure continuous improvement.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: UNSATISFACTORY
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	3	8	3	3	4	21
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	1	4	8	3	0	0	16
Course failure in Math	0	0	0	1	4	8	3	0	0	16
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	4	8	3	0	0	16

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	5	9	3	6	2	5	84
One or more suspensions	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	0	7	2	3	0	0	14

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	5	9	3	6	2	5	30
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	0	7	2	3	0	0	13

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	8	49	53	6	52	55	3		
ELA Learning Gains				38			19		
ELA Lowest 25th Percentile							23		
Math Achievement*	11	51	55	6	45	42	3		
Math Learning Gains				27			25		
Math Lowest 25th Percentile							50		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	15	46	52	9	48	54	0		
Social Studies Achievement*	6	63	68	10	57	59	3		
Middle School Acceleration		68	70		51	51			
Graduation Rate	100	73	74	88	38	50	71		
College and Career Acceleration	0	39	53	0	62	70	0		
ELP Progress		53	55		64	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	140
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	184
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	88

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	4
ELL				
AMI				
ASN				
BLK	13	Yes	4	4
HSP	6	Yes	4	4
MUL				
PAC				
WHT	19	Yes	4	4
FRL	25	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	3
ELL				
AMI				
ASN				
BLK	21	Yes	3	3
HSP	25	Yes	3	3
MUL				
PAC				
WHT	12	Yes	3	3
FRL	23	Yes	3	3

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	8			11			15	6		100	0	
SWD	8			11			15	6		0	6	
ELL												
AMI												
ASN												
BLK	8			13			25	6			4	
HSP	4			4			8	9			4	
MUL												
PAC												
WHT	15			23							2	
FRL	9			14			18	8		0	6	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	6	38		6	27		9	10		88	0	
SWD	6	38		6	27		9	10		88	0	
ELL												
AMI												
ASN												
BLK	8	41		5	32		18					
HSP	0	50		0	25		0			100	0	
MUL												
PAC												
WHT	9			18			9					
FRL	6	38		6	27		9	10		87	0	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	3	19	23	3	25	50	0	3		71	0	
SWD	3	19	23	3	25	50	0	3		80	0	
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	3	24		0	24		0	0				
HSP	0	19		0	33			0				
MUL												
PAC												
WHT	10			20								
FRL	3	19	23	3	25	50	0	3		69	0	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

FSAA Achievement Data
FY22 FY21 FY19
ELA Achievement /Learning Gains 6/38 3/19 4/18
SWD Achievement/Learning Gains 6/38 3/19 4/18
BLK Achievement/Learning Gains 8/41 3/24 3/26
HSP Achievement/Learning Gains 0/50 0/19 3/15
WHT Achievement/Learning Gains 9/N/A 10/N/A 5/12
FRL Achievement/Learning Gains 6/38 3/19 4/22

FSAA Achievement Data
FY22 FY21 FY19
Math Achievement /Learning Gains 6/27 3/25 4/31
SWD Achievement/Learning Gains 6/27 3/25 4/31
BLK Achievement/Learning Gains 5/32 0/24 0/34
HSP Achievement/Learning Gains 0/25 0/33 2/27
WHT Achievement/Learning Gains 18/N/A 20/N/A 12/33
FRL Achievement/Learning Gains 6/27 3/25 4/33

Learning gains in the area of mathematics showed the lowest performance as the learning gains were stagnant from previous year. Some contributing factors to this could have been that there was a heavy focus on individualized and differentiated instruction via small groups and collaboration on literacy. Due to the success of strategies and supports utilized for literacy direct instruction and intervention it will be the continued goal of the school team to focus these strategies on mathematics instruction as well.

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

FY22 FY21 FY19
Math Achievement /Learning Gains 6/27 3/25 4/31
SWD Achievement/Learning Gains 6/27 3/25 4/31
BLK Achievement/Learning Gains 5/32 0/24 0/34
HSP Achievement/Learning Gains 0/25 0/33 2/27
WHT Achievement/Learning Gains 18/N/A 20/N/A 12/33
FRL Achievement/Learning Gains 6/27 3/25 4/33

Mathematics learning gains stayed stagnant and declined amongst Hispanic students. Contributing factors may include a lack of multi-modal instructional strategies for these particular students. It will be the continued goal of the school leadership team to analyze data among these particular subgroups to assess the fidelity of individualized and small group instruction through ongoing progress monitoring. Additionally instructional strategies will be focused on supporting teachers and staff in outlining the essential understandings to ensure that instructional staff is able to help students grasp concrete concepts mathematically.

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.

N/A Data currently not available.

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

FY22 FY21 FY19
ELA Achievement /Learning Gains 6/38 3/19 4/18
SWD Achievement/Learning Gains 6/38 3/19 4/18
BLK Achievement/Learning Gains 8/41 3/24 3/26
HSP Achievement/Learning Gains 0/50 0/19 3/15
WHT Achievement/Learning Gains 9/N/A 10/N/A 5/12
FRL Achievement/Learning Gains 6/38 3/19 4/22

Due to the strategic focus on on individualized instruction relating to ELA including collaborative sessions, differentiated instruction, and consistent progress monitoring, students showed significant gains related to learning gains in literacy. Additionally, foundational skill time was built into all schedules at every grade level to target student weaknesses in literacy and build a foundational reading skills.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern identified through this data is consistent attendance for all learners. The school has shown significant improvement in this area overall, however, this should still be a main priority to ensure that all students have maximized instruction. The school will continue to work with students and their families on maintaining attendance through weekly check ins, support from resource and office staff as needed, direct support from guidance counselor and ESE staff for parents who may need specified

resources or supports, and ongoing follow up in a team-oriented approach. No additional early warning systems are applicable to our site at this time due to the fact that our school is an ESE Center school.

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

Priorities for continued school improvement include teacher and staff growth and retention, growth in mathematics achievement and learning gains through differentiated and small group instruction, continued growth and improvement in ELA through differentiated and small group instruction, maintaining graduation rate through ongoing collaboration and direct/indirect training with secondary teachers, and continued improvement in the area of behavioral progress through consistent training and support on universal behavioral guidelines as well as supplemental and intensive interventions for both instructional and non instructional staff. Additionally the focus for improvement will be on the school's ESSA identified subgroups.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In order to maintain consistency and fidelity of instruction for all learners, a continued area of focus will be comprehensive Schoolwide positive behavior supports and intervention systems.

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

By November 2023 all teachers and non instructional staff will be trained directly in best practices relating to school-wide positive behavior supports and universal guidelines. By May 2024, School will achieve Model School Recognition Status from Florida PBIS system due to comprehensive implementation of universal guidelines as well as systematic samples of supplemental and intensive interventions for students who demonstrate need for increased levels of behavioral support.

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

This area of focus will be monitored monthly through school-based PBS meetings where data and school-wide trends will be reviewed as well as staff feedback to ensure fidelity of interventions is targeted in the correct capacity. Additionally monitoring will take place directly for students who have supplemental and intensive interventions/behavior plans through ongoing data collection daily on target and replacement behaviors to determine effectiveness of all behavioral interventions.

Person responsible for monitoring outcome:

Bryan Russell (bryan.russell@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of universal guidelines through SwPBS system and team will be utilized as evidenced based intervention to maintain positive behavioral supports and reinforcement across the campus.

SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is based in SwPBS proven approach to decrease levels of maladaptive behaviors and improve school climate, culture, and safety through consistent guidelines relating to positive reinforcement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide all instructional and non instructional staff with specific training on universal expectations to ensure that all staff understands how to implement expected guidelines as well as reinforce in a consistent capacity.

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

By When: Training and professional development will take place in an ongoing capacity beginning in August 2023.

Ensure schoolwide expectations and reinforcement/recognition systems are posted in all common areas and in all classrooms

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

By When: Immediately at the beginning of the school year in August 2023.

Monitor execution and implementation of systematic schoolwide expectations and reinforcement both in classroom and school-wide with fidelity.

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

By When: Ongoing throughout the school year beginning in August. 2023.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: Ongoing throughout the school year beginning in August. 2023.

Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

By When: Ongoing throughout the school year beginning in August. 2023.

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FSAA Achievement Data
FY22 FY21 FY19
ELA Achievement /Learning Gains 6/38 3/19 4/18
SWD Achievement/Learning Gains 6/38 3/19 4/18
BLK Achievement/Learning Gains 8/41 3/24 3/26
HSP Achievement/Learning Gains 0/50 0/19 3/15
WHT Achievement/Learning Gains 9/N/A 10/N/A 5/12
FRL Achievement/Learning Gains 6/38 3/19 4/22

FSAA Achievement Data
FY22 FY21 FY19
Math Achievement /Learning Gains 6/27 3/25 4/31
SWD Achievement/Learning Gains 6/27 3/25 4/31
BLK Achievement/Learning Gains 5/32 0/24 0/34
HSP Achievement/Learning Gains 0/25 0/33 2/27
WHT Achievement/Learning Gains 18/N/A 20/N/A 12/33
FRL Achievement/Learning Gains 6/27 3/25 4/33

Due to student population and their individual needs, differentiated instruction will provide support and personalized instruction to reach the full potential and meet individual goals. Our instructional priority is to use trends and student data and work samples to identify learning needs in order to adjust instruction. This area of focus aligns directly with our District Strategic Plan, Theme A, Goal 3, Academic Excellence and Growth.

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

During FY22 this was our School Rating data:
ELA Gains: 42

FY22 FSAA Data:
White: ELA Ach - 9
Hispanic: ELA Ach - 0 ELA Gain - 50
Black: ELA Ach - 8 ELA Gain - 41
FRL/ED: ELA Ach -6 ELA Gain - 38
SWD: ELA Ach -6 ELA Gain - 38

ELA
White: gains to 50
Hispanic: gains to 60
Black: gains to 50
FRL/ED: gains to 50
SWD: gains to 50

During FY22 this was our School Rating data:
Math Gains: 28

FY22 FSSA Data:
Math Achievement
White: 18
Hispanic: Ach - 0 Math Gain - 25
Black: Math Ach -5 Math Gain - 32
FRL/ED: Math Ach -6 Math Gain - 27
SWD: Math Ach -6 Math Gain - 27

White: increase Math gains to 50
Hispanic: increase Math gains to 40
Black: increase Math gains to 35
FRL/ED: increase Math gains to 40
SWD: increase Math gains to 40

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

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Collaborative Planning Sessions - Collaborative planning sessions occur with Curriculum Coach and teacher grade band teams to discuss and plan for standards based instruction, and share resources. (UniSIG)
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.(UniSIG)
4. Progress Monitoring - Teachers will progress monitor weekly for ELA and Math

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Royal Palm School is an ESE Center School. All students fall within the ESSA subgroups of SWD and FRL/ED. The following strategies will ensure the support and learning for all.

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.

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 non-instructional 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 ELA and Math: 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

1. Collaborative Planning Sessions
a. Bi-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
d. Monitoring will occur through classroom walks, discussions at team leader meetings, informal conversations with teachers, and alignment of standards from classroom to classroom.

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

By When: Collaborative Planning Sessions will begin during the first two weeks of school and run throughout the course of the school year.

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 by all staff to support student learning

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

By When: Morning Learning Sessions will occur monthly for both instructional and non instructional staff beginning in August. Topics for training will be based on needs assessment and surveys of staff.

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 targeted standards to ensure students acquire necessary knowledge towards FSAA

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

By When: Alignment of instruction to standards will occur throughout the course of the school year, immediately implemented beginning in August.

4. Progress monitoring in the same format of FSAA
a. Utilize teacher created standards based assessments and adopted ESE Curriculum (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.
d. Purchase a tool to support the development of assessments

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

By When: Progress monitoring will begin in August and run throughout the course of the school year in learning sessions supported by Curriculum Coach.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and
leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

FSAA Achievement Data
FY22 FY21 FY19
ELA Achievement /Learning Gains 6/38 3/19 4/18
SWD Achievement/Learning Gains 6/38 3/19 4/18
BLK Achievement/Learning Gains 8/41 3/24 3/26
HSP Achievement/Learning Gains 0/50 0/19 3/15
WHT Achievement/Learning Gains 9/N/A 10/N/A 5/12
FRL Achievement/Learning Gains 6/38 3/19 4/22

FSAA Achievement Data
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BLK Achievement/Learning Gains 5/32 0/24 0/34
HSP Achievement/Learning Gains 0/25 0/33 2/27
WHT Achievement/Learning Gains 18/N/A 20/N/A 12/33
FRL Achievement/Learning Gains 6/27 3/25 4

Resources and allocations are focused on teachers and support staff attending ongoing professional development and learning to engage in deep focused collaborative planning to support and strengthen data analysis and small group planning and instruction. ESSA subgroups including all SWD and FRL students would be targeted through specified intervention programming based on specific needs. Due to lack of progress with Hispanic learners, multi-modal differentiated strategies will be utilized in rotational small groups and teachers and support staff will receive ongoing training to assist with growth.

Curriculum Coach works to provide teachers with a variety of levels of support through collaborative sessions to ensure teacher development and growth.

School additionally has partnerships with multiple community and business organizations as well as outside resources to provide services to students and families that individually meet all needs. These partnerships will target ESSA subgroups including black, Hispanic, FRL, and all SWD by aligning individual resources based on specific parent training to meet the needs of all learners and their families. Partnerships will be led by ESE Coordinator who will partner with community organizations to provide families resources they need in their geographic location.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan
(SWP) where the answers to these questions are addressed. This
information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At Royal Palm School, all student social/emotional needs are met via individualized services and supports. School-based mental health services are assessed as needed via school psychologist and BHP team who support and mentor students directly as needed on ongoing basis. Students who have specified behavioral needs have supplemental and intensive behavior plans created by Behavior Team and data is collected in an ongoing manner to adjust intervention as needed to ensure that students are making social and behavioral progress.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Transition Program for students age 18-22 focuses specifically on post-secondary skills, social/personal skills, job building skills, and building independence to meet individualized goals to prepare for life after school. Students who elect to defer graduation are able to participate in this program until age 22 with the sole focus on all instruction being on post-secondary success and independent job/living skills.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Schoolwide Positive Behavior Supports team has implemented universal guidelines for all learners-Super Safe, Super Respectful, and Super Engaged expectations. As a result of comprehensive training on universal guidelines for both instructional and non instructional staff, Royal Palm School is currently a Platinum Level Model School for PBIS, the only ESE Center School in Florida to have this distinction. Additionally supplemental supports are monitored via a school-based team process led by the ESE Coordinator and intensive individualized supports are monitored via implementation of specific behavior intervention plans and monitored by Behavior Resource Teacher.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers continue to engage in ongoing collaborative learning sessions led by Curriculum Coach to analyze data and trends and adjust instruction as needed to meet the needs of all learners. Non instructional staff is trained monthly on a variety of topics by both school and district personnel to ensure they are meeting all learners needs through active engagement and team collaboration. Behavior staff also is trained in ongoing capacity by administration and BRT to ensure they are building knowledge

regarding development of individual behavior plans, data collection, and overall student support and progress.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Comprehensive PreK programming is key part of Royal Palm School's campus. During the year prior to kindergarten transition, teachers collaborate with service providers and parents to ensure progress in all IEP goals to prepare to build independence for successful KG transition. Additionally, KG transition meeting is held with receiving kindergarten site present to ensure continuity between PreK and Kindergarten. Finally, a parent PreK Transition Fair is held for all families of transitioning PreK students to review in depth the process for transition and provide individualized resources and supports.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				$71,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	1801 - Royal Palm School	UniSIG		$2,743.72
		Notes: Supplies for parent trainings to assist parents in implementing classroom learning and communication strategies in the home. Velcro, labels, folders, pouches, visual communication rings, fidget counters, card stock, laminating film for communication cards, pens, paper = $2,743.72.				
	6150	519	1801 - Royal Palm School	UniSIG		$666.05
		Notes: Technology Supplies for parent trainings to assist parents in implementing classroom learning and communication strategies in the home. Ink = $666.05. SDPBC Code 510.				
	6150	390	1801 - Royal Palm School	UniSIG		$530.00
		Notes: Cox Science Center will provide parents with guidance on reinforcing BEST Science and Math standards with their students at home. 1 in school presentation for whole school = $530.				
	6150	390	1801 - Royal Palm School	UniSIG		$1,095.00
		Notes: Printing of posters for parents to take home to assist with utilizing communication strategies for non-verbal students at home that mirror strategies used in classrooms. 20 posters (various sizes) = $1,095.				
	6400	330	1801 - Royal Palm School	UniSIG		$4,404.00
		Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: $180 transportation + $777.00 lodging + $144 per diem x 4 attendees = $4,404.				
	6400	120	1801 - Royal Palm School	UniSIG	0.64	$37,200.00
		Notes: Teacher salaries for collaborative planning for staff to create lessons and assessments to assist with progress monitoring to ensure student progress and achievement. All K-12 teachers and coaches will participate at various times. 24 teachers x 1 day per week x 2 hours per day x 31 weeks x $25 per hour = $37,200. SDPBC Code 180.				

	6400	200	1801 - Royal Palm School	UniSIG		$12,220.00
			Notes: Benefits for collaborative planning. $37,200 x 32.85% = $12,220. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%			
	5100	510	1801 - Royal Palm School	UniSIG		$3,486.86
			Notes: Instructional materials that address the unique abilities of the students - puzzles, sensory sand, building blocks, letter construction sets, functional communication vocabulary games, pattern sets, translucent numbers, now/next/later charts, magnetic tiles and boards, counters, communication cards and dividers, stretch balls, sensory balls, timers, Sensory board sets, poster paper, light tables, monitoring charts. Assorted prices and quantities = $3,486.86.			
	5100	510	1801 - Royal Palm School	UniSIG		$5,000.00
			Notes: Classroom libraries - assorted titles and quantities = $5,000.			
	5100	390	1801 - Royal Palm School	UniSIG		$1,680.00
			Notes: Other Purchased Services (not a sub-agreement) - Enrichment programs: Cox Science Center schedule two school based visits for grades K-22 and provide hands-on learning activities in rotations to engage students with STEM activities that support individual goals = $1,180. Personal Ponies will visit the school to assist with student social/emotional and sensory needs via animal therapy. Students will be able to visit with ponies, groom them, and work individually with staff specifically designated to support students with special needs/sensory needs = $500.			
	5100	644	1801 - Royal Palm School	UniSIG		$1,574.43
			Notes: Computer hardware - 3 printers to support printing of communication boards and visual supports to assist with building communication skills and behavioral based interventions. 3 x $524.81 = $1,574.43.			
	5100	642	1801 - Royal Palm School	UniSIG		$649.94
			Notes: Furniture/fixtures/equipment - Flex Space Balance ball seats (flexible seating for students with specific behavioral/sensory needs). 5 x $29.99 = $149.95. Space Saver Color Changing Light Table to assist with supporting student sensory needs for students with Autism and Intellectual Disabilities within school sensory room area. 1 table = $499.99.			
					Total:	$71,250.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No