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10/26/22 @ 5:30PM  
Board of Directors Meeting Minutes

Directors:

Lori Grodecky, President  
Erik Brown, Vice President  
Alisha D'Alessandro Rozynski, Secretary  
Kyley Haynes, Treasurer  
Rachel Costa, Member

- I. **Call to Order** Rozynski motioned to call meeting to order, Brown 2<sup>nd</sup>
- II. **Roll Call** Grodecky and Sviben present in person, Brown, Rozynski, Haynes and Costa present via Zoom
- III. **Reports and Presentations:** Rozynski motioned to adopt the agenda, Brown 2<sup>nd</sup>
  1. Budget Update
    - i. Review 2021-22 Audit Mrs. Sviben shared the audit document and reviewed it, Becka provided notes stating the report starting on page 1, with the letterhead is the auditor report. It is an unqualified or "clean" opinion which is what we want. Meaning, in the auditor's opinion, the users of the audited financial statement can rely on the information. On page 12 is the school's profit and loss statement. Our profit was \$281,597 and our ending reserved fund balance is \$1,272,036 – much of this is due to the additional funding received this year for ESSER and Surtax funds, and the ERTC credit. Lastly, there were no audit findings. The board was happy with the audit!
  2. Admin Update – Sviben
    - i. Enrollment Sviben reviewed the current enrollment numbers, explaining that enrollment was steady
    - ii. Staff Sviben informed the board that Mrs. Wilder needed to take a leave of absence, but hoped to return in January, she is going to go into 5<sup>th</sup> grade in the interim and Mrs. Leedy is going to move to 3<sup>rd</sup> grade
  3. Discuss Glatz Litigation/Potential Settlement Grodecky reviewed the settlement document, board members discussed that this would be the best decision as the cost of litigation would be significantly higher, and we can finally call it over. Grodecky brought up to board that she would like to consider a bonus for Becka because of all the work that Becka did to support the Glatz case and when she cut fees when the school couldn't afford it in the beginning, she felt that it would be a way to say thank you for all of her efforts as this is wrapping up. Brown asked if she had a number in mind, Grodecky said \$2,000 or \$2,500 range, the board agreed that this was a good idea. Rozynski motioned to add a Bonus for Becka of \$2,500 to the consent agenda, Haynes 2<sup>nd</sup>
  4. Review Mental Health Plan Sviben reviewed attached plan and asked for questions, there were none
  5. Review School Improvement Plan Sviben reviewed attached plan and asked for questions, there were none
  6. Review Title 1 School-Parent Compact Sviben reviewed attached plan and asked for questions, there were none
  7. Review Title 1 Parent Family Engagement Plan Sviben reviewed attached plan and asked for questions, there were none
  7. Discuss RBT Packets Sviben reviewed packet for E.R.

- IV. **Consent Agenda:** *Rozynski motioned to adopt the consent agenda, Haynes 2<sup>nd</sup>*
1. Accept 21-22 Audit
  2. Approve Glatz Settlement
  3. Approve Grodecky to execute final agreement on behalf of the board
  4. Approve Mental Health Plan
  5. Approve School Improvement Plan
  6. Approve Title 1 Parent Compact
  7. Approve Title 1 PFEP
  8. Approve RBT Packets M.R. and A.L.
  9. Approve Board Meeting Minutes 9/8/22
  10. Approve Becka Bonus
- V. **Non-Consent Agenda:**
1. Next Meeting: Wednesday, February 8, 2023 at 5:30PM
- VI. **Public Comment:** *none*
- VII. **Motion to Adjourn:** *Haynes motioned to adjourn, Brown 2<sup>nd</sup>*

  
\_\_\_\_\_  
Royal Adm Chomera  
Board Vice President

2/8/2023  
Date Approved



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**10/26/22 @ 5:30PM**  
**Board of Directors Meeting Agenda**

Directors:

Lori Grodecky, President  
Erik Brown, Vice President  
Alisha D'Alessandro Rozynski, Secretary  
Kyley Haynes, Treasurer  
Rachel Costa, Member

**I. Call to Order**

**II. Roll Call**

**III. Reports and Presentations:**

1. Budget Update
  - i. Review 2021-22 Audit
2. Admin Update – Sviben
  - i. Enrollment
  - ii. Staff
3. Discuss Glatz Litigation/Potential Settlement
4. Review Mental Health Plan
5. Review School Improvement Plan
6. Review Title 1 School-Parent Compact
7. Review Title 1 Parent Family Engagement Plan
8. Discuss RBT Packets

**IV. Consent Agenda:**

1. Accept 21-22 Audit
2. Approve Glatz Settlement
3. Approve \_\_\_\_ to execute final agreement on behalf of the board
4. Approve Mental Health Plan
5. Approve School Improvement Plan
6. Approve Title 1 Parent Compact
7. Approve Title 1 PFEP
8. Approve RBT Packets M.R. and A.L.
9. Approve Board Meeting Minutes 9/8/22

**V. Non-Consent Agenda:**

1. Next Meeting: Wednesday, February 8, 2023 at 5:30PM

**VI. Public Comment:**

**VII. Motion to Adjourn:**



October 11, 2022

To the Board of Directors  
Royal Palm Charter School, Inc.  
Palm Bay, Florida

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Royal Palm Charter School, Inc. (the "School"), a component unit of the Brevard County District School Board, Florida (the "District") as of and for the year ended June 30, 2022. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated April 11, 2022. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

*Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note A to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2022. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the School's financial statements was:

Management's estimate of the useful lives of capital assets is based on historical asset lives. We evaluated the key factors and assumptions used to develop the useful lives of capital assets in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements was:

The disclosure of mortgage loan in Note E to the financial statements related to payment of debt according to debt schedules.

The financial statement disclosures are neutral, consistent, and clear.

*Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

*Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.



### *Disagreements with Management*

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

### *Management Representations*

We have requested certain representations from management that are included in the management representation letter dated September 27, 2022.

### *Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

### *Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We had the following recommendations related to the audit of the School:

- We noted the cash disbursement for Renweb lacked supporting documentation. We recommend the School document the disbursement and retain invoices or other supporting documents related to transactions.

### Other Matters

We applied certain limited procedures to Management Discussion and Analysis and the Schedule of Revenue, Expenditures and Changes in Fund Balances- Budget to Actual, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

### Restriction on Use

This information is intended solely for the information and use of the Board of Director and management of the School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,



McDonough CPA Solutions, PA

# **ROYAL PALM CHARTER SCHOOL, INC.**

Basic Financial Statements and Supplementary Information

For the Year Ended June 30, 2022

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## **INDEPENDENT AUDITOR'S REPORT**

To the Board of Directors of  
Royal Palm Charter School, Inc.  
Palm Bay, Florida

### **Report on the Audit of the Financial Statements**

#### ***Opinions***

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Royal Palm Charter School, Inc. (the "School"), a component unit of the Brevard County District School Board, Florida, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School, as of June 30, 2022, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinions***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information (reference table of content) be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.



We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated September 27, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*McDonough CPA Solutions, PA*

Rockledge, Florida  
September 27, 2022



## Management's Discussion and Analysis

This discussion and analysis of the School's financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2022. Please read it in conjunction with the School's financial statements, which follow this section.

### Financial Highlights

- The School had total revenues of \$3,618,138 compared to expenses for the year of \$3,327,703.
- The School's overall net position increased by \$290,435.
- Total ending unrestricted net position was \$1,000,959.
- The School educated 332 and 323 students in the years ending June 30, 2022 and 2021, respectively, serving grades K-8.

### Overview of the Basic Financial Statements

This annual report contains government-wide financial statements that report on the School's activities as a whole and fund financial statements that report on the School's individual funds.

#### Government-wide Financial Statements.

The first financial statement is the Statement of Net Position. This statement includes all of the School's assets and liabilities using the accrual basis of accounting. Accrual accounting is similar to the accounting used by most private-sector companies. All of the current year revenues and expenses are recorded, regardless of when cash is received or paid. Net position, the difference between assets and liabilities, can be used to measure the School's financial position.

The second financial statement is the Statement of Activities. This statement is also shown using the accrual basis of accounting. It shows the increases and decreases in net position during the fiscal year. Over time, the increases or decreases in net position are useful indicators of whether the School's financial health is improving or deteriorating. However, other non-financial factors, such as enrollment levels or changes in state funding, must also be considered when assessing the overall health of the School.

In these statements, all of the School's activities are considered to be governmental activities. The School has no business-type activities, which are generally financed in whole or in part by fees charged to external parties for goods or services.

**Fund Financial Statements.** Following the government-wide financial statements are the fund financial statements. They provide more detailed information about the School's funds.

The School maintains four individual governmental funds, the General Fund, Capital Outlay Fund, Debt Service Fund, and Special Revenue Fund – Elementary and Secondary School Emergency Relief (ESSER). These funds are considered to be major funds and, accordingly, they are separately displayed.

**Governmental funds.** Governmental funds are accounted for using modified accrual accounting. Modified accrual accounting focuses on available cash and other financial assets that can readily be converted to cash. This provides a shorter-term view of the fund's financial position. A reconciliation is provided with these statements, which helps to explain the differences between the fund financial statements and the government-wide financial statements.

## CONDENSED FINANCIAL INFORMATION

The following tables presents condensed, government-wide current year and prior year data about net position and changes in net position.

| NET POSITION                     | 2022         | 2021         | Variance   |
|----------------------------------|--------------|--------------|------------|
| <b>ASSETS</b>                    |              |              |            |
| Current assets                   | \$ 1,378,336 | \$ 1,097,762 | \$ 280,574 |
| Capital assets - net             | 3,081,214    | 3,109,315    | (28,101)   |
| Total assets                     | 4,459,550    | 4,207,077    | 252,473    |
| <b>LIABILITIES</b>               |              |              |            |
| Current liabilities              | 145,868      | 150,285      | (4,417)    |
| Noncurrent liabilities           | 2,851,982    | 2,885,527    | (33,545)   |
| Total liabilities                | 2,997,850    | 3,035,812    | (37,962)   |
| <b>NET POSITION</b>              |              |              |            |
| Net investment in capital assets | 189,664      | 180,826      | 8,838      |
| Restricted                       | 271,077      | -            | 271,077    |
| Unrestricted                     | 1,000,959    | 990,439      | 10,520     |
| Total net position               | \$ 1,461,700 | \$ 1,171,265 | \$ 290,435 |

The increase in current assets was due mainly to increases in amounts due from other agencies and prepaid expenses for educational software. The decrease in capital assets was due to current year depreciation. The decrease in noncurrent liabilities was a result of current year payment of principal on the mortgage.

### Management's Discussion and Analysis (continued)

|                                    | <u>2022</u>         | <u>2021</u>         | <u>Variance</u>  |
|------------------------------------|---------------------|---------------------|------------------|
| Revenues                           |                     |                     |                  |
| Program revenues                   |                     |                     |                  |
| Charges for services               | \$ 55,462           | \$ 496              | \$ 54,966        |
| Operating grants and contributions | 584,130             | 438,099             | 146,031          |
| Capital grants and contributions   | 486,765             | 300,913             | 185,852          |
| Federal direct                     | 162,272             | -                   | 162,272          |
| General revenues                   | 2,329,509           | 2,466,099           | (136,590)        |
| PPP loan forgiveness               | -                   | 392,860             | (392,860)        |
|                                    | <u>\$ 3,618,138</u> | <u>\$ 3,598,467</u> | <u>\$ 19,671</u> |

Charges for services increased mostly to fees for aftercare services and club and sport activities for the year. Operating grants and contributions increased due to the education and secondary school emergency relief funds granted by the CARES act. The increase of capital grants and contributions was the result of an increase in sales surtaxes for the year. Federal direct increased due to the employee retention credit received during the year. The decrease in general revenues was due to a decrease in revenues from school programs. The decrease in the PPP loan forgiveness was related to the recognition of revenues for the forgiveness of the loan in the prior year.

|                                       | <u>2022</u>         | <u>2021</u>         | <u>Variance</u>   |
|---------------------------------------|---------------------|---------------------|-------------------|
| Expenses                              |                     |                     |                   |
| Basic instruction                     | \$ 1,590,861        | \$ 1,474,459        | \$ 116,402        |
| Exceptional instruction               | 225,308             | 254,335             | (29,027)          |
| Guidance services                     | 55,653              | 45,425              | 10,228            |
| Parental involvement                  | 2,026               | 3,488               | (1,462)           |
| Instructional staff training services | 6,900               | -                   | 6,900             |
| Instructional related technology      | 106,437             | 80,470              | 25,967            |
| School administration                 | 695,388             | 537,964             | 157,424           |
| Food services                         | 141,964             | 119,245             | 22,719            |
| Operation of plant                    | 179,801             | 180,625             | (824)             |
| Community service                     | 115,309             | 34,060              | 81,249            |
| Debt service                          | 208,056             | 199,203             | 8,853             |
|                                       | <u>3,327,703</u>    | <u>2,929,274</u>    | <u>398,429</u>    |
| Change in net position                | 290,435             | 669,193             | (378,758)         |
| Net position at beginning of year     | 1,171,265           | 502,072             | 669,193           |
| Net position at end of year           | <u>\$ 1,461,700</u> | <u>\$ 1,171,265</u> | <u>\$ 290,435</u> |

The increase in basic instruction was due mostly to increases in salaries for teachers related to state salary increase mandates and purchases of textbooks, capital outlay for AV materials and furniture, fixtures, and equipment. Exceptional instruction decreased due mostly to decreases in the salaries and benefits. School administration increased due to increases for salaries and benefits, professional and technical services, and dues and fees. The increase in community service was caused by the return to normal service for aftercare services and sports/clubs.



## **Management's Discussion and Analysis (continued)**

**Governmental Activities.** The governmental activities generated \$1,126,357 in program revenues, federal direct of \$162,272, general revenue of \$2,329,509, and incurred program expenses of \$3,327,703. This resulted in a \$290,435 increase in net position.

### **The School's individual Funds**

**General Fund.** The fund balance of the General Fund increased by \$10,520 to a total fund balance of \$1,000,959 in 2022 and had an increase of \$313,876 with a total fund balance of \$990,439 in 2021.

**Capital Outlay Fund:** The fund balance of the Capital Outlay Fund increased to \$165,689 in 2022 from \$0 in 2021.

**Debt Service Fund.** The fund balance of the Debt Service Fund remained the same at \$0.

**Special Revenue Fund – Elementary and Secondary School Emergency Relief (ESSER).** The fund balance of the Special Revenue Funds (ESSER) increased by \$105,388 in 2022 from \$0 in 2021.

**Other Governmental Fund.** The fund balance of the Other Governmental Funds had a balance of \$0 in 2022 and 2021.

### **Budgetary Highlights**

**General Fund:** The Board of Directors amends the School's budget throughout the fiscal year to reflect changes in expected revenue and expenditures and changes in FTE counts. The Board of Directors has approved a motion to adjust the 2022 general fund budget to the actual 2022 general fund year-end financials. Thus, the final approved general fund budget is equal to the general fund statements of revenues, expenditures, and changes in fund balances. The budgetary information can be found listed in the table of contents.

### **Capital Assets and Debt Administration**

**Capital Assets.** The School experienced minimal capital asset activity for the year. Please refer to a note to the accompanying financial statements entitled capital assets and depreciation for more detailed information about the School's capital asset activity.

**Debt Administration.** Please refer to a note to the accompanying financial statements entitled long-term liabilities for more detailed information about the School's long-term debt activity.

### **Economic Factors**

A majority of the School's funding is determined by the number of enrolled students. The School is forecasting enrollment to be approximately 335 student in the 2022-2023 school year from 332 in the 2021-2022 school year.

### **Contacting the School's Financial Management**

This financial report is designed to provide a general overview of the School's finances and to show the School's accountability for the money it receives. If you have any questions about this report or need additional financial information, contact Shannon Sviben, Director, Royal Palm Charter School, 7145 South Babcock St., S.E., Palm Bay, FL, 32909.

**ROYAL PALM CHARTER SCHOOL, INC.**

**STATEMENT OF NET POSITION**

**JUNE 30, 2022**

**ASSETS**

**CURRENT ASSETS**

|                         |                  |
|-------------------------|------------------|
| Cash                    | \$ 802,372       |
| Due from other agencies | 363,792          |
| Prepaid expenses        | 118,900          |
| Deposits                | 5,022            |
| Due from charterholder  | 88,250           |
| Total current assets    | <u>1,378,336</u> |

**CAPITAL ASSETS**

Capital assets not being depreciated:

|                          |         |
|--------------------------|---------|
| Land                     | 126,616 |
| Construction in progress | 8,226   |

Capital assets, net of accumulated depreciation:

|                                   |           |
|-----------------------------------|-----------|
| Improvements other than buildings | 14,396    |
| Furniture, fixtures and equipment | 120,462   |
| Building                          | 2,807,176 |
| Audio visual materials            | 4,338     |

Total capital assets, net 3,081,214

Total assets 4,459,550

**LIABILITIES AND NET POSITION**

**CURRENT LIABILITIES**

|                             |                |
|-----------------------------|----------------|
| Accounts payable            | 33,983         |
| Accrued payroll liabilities | 72,317         |
| Long-term debt              |                |
| Due within one year         | 39,568         |
| Total current liabilities   | <u>145,868</u> |

**NONCURRENT LIABILITIES**

|                               |                  |
|-------------------------------|------------------|
| Long-term debt                |                  |
| Due within more than one year | 2,851,982        |
| Total liabilities             | <u>2,997,850</u> |

**NET POSITION**

|                                                 |                     |
|-------------------------------------------------|---------------------|
| Net investment in capital assets                | 189,664             |
| Restricted for:                                 |                     |
| Capital outlay fund                             | 165,689             |
| Special Revenue Fund - Elementary and Secondary |                     |
| School Emergency Relief (ESSER)                 | 105,388             |
| Unrestricted                                    | 1,000,959           |
| Total net position                              | <u>\$ 1,461,700</u> |

The accompanying notes are an integral part of this financial statement.

ROYAL PALM CHARTER SCHOOL, INC.

STATEMENT OF ACTIVITIES

Year Ended June 30, 2022

| Functions/Programs                    | Expenses     | Charges for<br>Services | Operating<br>Grants and<br>Contributions | Capital Grants<br>and<br>Contributions | Net (Expense)<br>Revenue and<br>Changes in Net<br>Position |
|---------------------------------------|--------------|-------------------------|------------------------------------------|----------------------------------------|------------------------------------------------------------|
| Governmental activities:              |              |                         |                                          |                                        |                                                            |
| Basic instruction                     | \$ 1,590,861 | \$ -                    | \$ 357,309                               | \$ -                                   | \$ (1,233,552)                                             |
| Exceptional instruction               | 225,308      | -                       | -                                        | -                                      | (225,308)                                                  |
| Guidance services                     | 55,653       | -                       | 2,500                                    | -                                      | (53,153)                                                   |
| Parental involvement                  | 2,026        | -                       | 2,026                                    | -                                      | -                                                          |
| Instructional staff training services | 6,900        | -                       | 6,900                                    | -                                      | -                                                          |
| Instructional related technology      | 106,437      | -                       | 79,017                                   | 10,450                                 | (16,970)                                                   |
| School administration                 | 695,388      | -                       | 20,260                                   | -                                      | (675,128)                                                  |
| Food services                         | 141,964      | 1,046                   | 113,518                                  | -                                      | (27,400)                                                   |
| Operation of plant                    | 179,801      | -                       | 1,600                                    | 316,910                                | 138,709                                                    |
| Community service                     | 115,309      | 54,416                  | 1,000                                    | -                                      | (59,893)                                                   |
| Debt service                          | 208,056      | -                       | -                                        | 159,405                                | (48,651)                                                   |
| Total governmental activities         | \$ 3,327,703 | \$ 55,462               | \$ 584,130                               | \$ 486,765                             | \$ (2,201,346)                                             |
|                                       |              |                         |                                          |                                        |                                                            |
|                                       |              |                         | Federal direct                           |                                        | 162,272                                                    |
|                                       |              |                         | General revenues:                        |                                        |                                                            |
|                                       |              |                         | Florida education finance program        |                                        | 2,286,270                                                  |
|                                       |              |                         | Other state revenue                      |                                        | 16,828                                                     |
|                                       |              |                         | Other revenues                           |                                        | 26,411                                                     |
|                                       |              |                         | Total general revenues                   |                                        | 2,329,509                                                  |
|                                       |              |                         | Total revenues                           |                                        | 2,491,781                                                  |
|                                       |              |                         | Change in net position                   |                                        | 290,435                                                    |
|                                       |              |                         | Net position at July 1, 2021             |                                        | 1,171,265                                                  |
|                                       |              |                         | Net position at June 30, 2022            |                                        | \$ 1,461,700                                               |

The accompanying notes are an integral part of this financial statement.



**ROYAL PALM CHARTER SCHOOL, INC.**  
**BALANCE SHEET – GOVERNMENTAL FUNDS**  
**Year Ended June 30, 2022**

|                                      | General Fund        | Capital Outlay Fund | Debt Service | Special Revenue Fund - Elementary and Secondary School Emergency Relief (ESSER) | Other Governmental Funds | Total Governmental Funds |
|--------------------------------------|---------------------|---------------------|--------------|---------------------------------------------------------------------------------|--------------------------|--------------------------|
| <b>ASSETS</b>                        |                     |                     |              |                                                                                 |                          |                          |
| Cash                                 | \$ 802,372          | \$ -                | \$ -         | \$ -                                                                            | \$ -                     | \$ 802,372               |
| Due from other agencies              | 162,272             | 47,953              | -            | 120,605                                                                         | 32,962                   | 363,792                  |
| Deposits                             | 5,022               | -                   | -            | -                                                                               | -                        | 5,022                    |
| Prepaid expenses                     | 118,900             | -                   | -            | -                                                                               | -                        | 118,900                  |
| Due from charterholder               | 88,250              | -                   | -            | -                                                                               | -                        | 88,250                   |
| Due from other funds                 | -                   | 117,736             | -            | -                                                                               | -                        | 117,736                  |
| Total assets                         | <u>\$ 1,176,816</u> | <u>\$ 165,689</u>   | <u>\$ -</u>  | <u>\$ 120,605</u>                                                               | <u>\$ 32,962</u>         | <u>\$ 1,496,072</u>      |
| <b>LIABILITIES AND FUND BALANCES</b> |                     |                     |              |                                                                                 |                          |                          |
| <b>LIABILITIES</b>                   |                     |                     |              |                                                                                 |                          |                          |
| Accounts payable                     | \$ 33,983           | \$ -                | \$ -         | \$ -                                                                            | \$ -                     | \$ 33,983                |
| Accrued payroll liabilities          | 72,317              | -                   | -            | -                                                                               | -                        | 72,317                   |
| Due to other funds                   | 69,557              | -                   | -            | 15,217                                                                          | 32,962                   | 117,736                  |
| Total liabilities                    | <u>175,857</u>      | <u>-</u>            | <u>-</u>     | <u>15,217</u>                                                                   | <u>32,962</u>            | <u>224,036</u>           |
| <b>FUND BALANCES</b>                 |                     |                     |              |                                                                                 |                          |                          |
| Nonspendable                         |                     |                     |              |                                                                                 |                          |                          |
| Prepaids                             | 118,900             | -                   | -            | -                                                                               | -                        | 118,900                  |
| Deposits                             | 5,022               | -                   | -            | -                                                                               | -                        | 5,022                    |
| Restricted                           | -                   | 165,689             | -            | 105,388                                                                         | -                        | 271,077                  |
| Unassigned                           | 877,037             | -                   | -            | -                                                                               | -                        | 877,037                  |
| Total fund balances                  | <u>1,000,959</u>    | <u>165,689</u>      | <u>-</u>     | <u>105,388</u>                                                                  | <u>-</u>                 | <u>1,272,036</u>         |
| Total liabilities and fund balances  | <u>\$ 1,176,816</u> | <u>\$ 165,689</u>   | <u>\$ -</u>  | <u>\$ 120,605</u>                                                               | <u>\$ 32,962</u>         | <u>\$ 1,496,072</u>      |

The accompanying notes are an integral part of this financial statement.

ROYAL PALM CHARTER SCHOOL, INC.

RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS  
TO THE STATEMENT OF NET POSITION

Year Ended June 30, 2022

|                                                                                                                                                               |                    |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------|
| Total Fund Balance - Governmental Funds                                                                                                                       |                    | \$ 1,272,036               |
| Capital assets used in governmental activities are not financial resources and therefore are not reported in the governmental funds. Those assets consist of: |                    |                            |
| Capital assets                                                                                                                                                | 4,180,719          |                            |
| Accumulated depreciation                                                                                                                                      | <u>(1,099,505)</u> | 3,081,214                  |
| Noncurrent liabilities are not due and payable in the current period and therefore are not reported in the funds.                                             |                    |                            |
|                                                                                                                                                               |                    | (2,891,550)                |
| Net Position of Governmental Activities                                                                                                                       |                    | <u><u>\$ 1,461,700</u></u> |

The accompanying notes are an integral part of this financial statement.

**ROYAL PALM CHARTER SCHOOL, INC.**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES  
IN FUND BALANCES – GOVERNMENTAL FUNDS**

**Year Ended June 30, 2022**

|                                                              | General Fund | Capital Outlay<br>Fund | Debt Service Fund | Special Revenue Fund -<br>Elementary and Secondary<br>School Emergency Relief<br>(ESSER) | Other<br>Governmental<br>Funds | Total<br>Governmental<br>Funds |
|--------------------------------------------------------------|--------------|------------------------|-------------------|------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|
| <b>Revenues</b>                                              |              |                        |                   |                                                                                          |                                |                                |
| Federal direct                                               | \$ 162,272   | \$ -                   | \$ -              | \$ -                                                                                     |                                | \$ 162,272                     |
| Federal through state and local                              | -            | -                      | -                 | 378,145                                                                                  | 268,155                        | 646,300                        |
| State passed through local school district                   | 2,295,645    | 159,405                | -                 | -                                                                                        | 7,453                          | 2,462,503                      |
| Other revenues                                               | 80,827       | 265,190                | -                 | -                                                                                        | 1,046                          | 347,063                        |
| Total revenues                                               | 2,538,744    | 424,595                | -                 | 378,145                                                                                  | 276,654                        | 3,618,138                      |
| <b>Expenditures</b>                                          |              |                        |                   |                                                                                          |                                |                                |
| <b>Current:</b>                                              |              |                        |                   |                                                                                          |                                |                                |
| Basic instruction                                            | 1,329,470    | -                      | -                 | 127,157                                                                                  | 124,764                        | 1,581,391                      |
| Exceptional instruction                                      | 225,308      | -                      | -                 | -                                                                                        | -                              | 225,308                        |
| Guidance services                                            | 53,153       | -                      | -                 | 2,500                                                                                    | -                              | 55,653                         |
| Parental involvement                                         | -            | -                      | -                 | -                                                                                        | 2,026                          | 2,026                          |
| Instructional staff training services                        | -            | -                      | -                 | 6,900                                                                                    | -                              | 6,900                          |
| Instructional related technology                             | 16,970       | -                      | -                 | 59,620                                                                                   | 29,847                         | 106,437                        |
| School administration                                        | 582,305      | -                      | -                 | 20,260                                                                                   | -                              | 602,565                        |
| Food services                                                | -            | -                      | -                 | 2,000                                                                                    | 141,859                        | 143,859                        |
| Operation of plant                                           | 184,867      | 13,911                 | -                 | 53,320                                                                                   | -                              | 252,098                        |
| Community service                                            | 114,309      | -                      | -                 | 1,000                                                                                    | -                              | 115,309                        |
| Debt service:                                                |              |                        |                   |                                                                                          |                                |                                |
| Principal and interest                                       | -            | -                      | 244,995           | -                                                                                        | -                              | 244,995                        |
| Excess (deficiency) of revenues over<br>(under) expenditures | 2,506,382    | 13,911                 | 244,995           | 272,757                                                                                  | 298,496                        | 3,336,541                      |
| Other financing sources and (uses)                           |              |                        |                   |                                                                                          |                                |                                |
| Transfers in                                                 | -            | -                      | 244,995           | -                                                                                        | 21,842                         | 266,837                        |
| Transfers out                                                | (21,842)     | (244,995)              | -                 | -                                                                                        | -                              | (266,837)                      |
| Total other financing sources and (uses)                     | (21,842)     | (244,995)              | 244,995           | -                                                                                        | 21,842                         | -                              |
| Net change in fund balance                                   | 10,520       | 165,689                | -                 | 105,388                                                                                  | -                              | 281,597                        |
| Fund balances at July 1, 2021                                | 990,439      | -                      | -                 | -                                                                                        | -                              | 990,439                        |
| Fund balances at June 30, 2022                               | \$ 1,000,959 | \$ 165,689             | \$ -              | \$ 105,388                                                                               | \$ -                           | \$ 1,272,036                   |

The accompanying notes are an integral part of this financial statement.



ROYAL PALM CHARTER SCHOOL, INC.

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
FUND BALANCES – GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES

Year Ended June 30, 2022

|                                                  |    |         |
|--------------------------------------------------|----|---------|
| Net Change in Fund Balances - Governmental Funds | \$ | 281,597 |
|--------------------------------------------------|----|---------|

The change in net position reported for governmental activities in the statement of activities is different because:

Governmental funds report capital outlays as expenditures.

However, in the statement of activities, the costs of those assets are allocated over their estimated useful lives and reported as depreciation expense. This and the net effect of various other transactions involving capital assets increased net position.

|                            |                  |          |
|----------------------------|------------------|----------|
| Capital outlay             | 77,867           |          |
| Provision for depreciation | <u>(105,968)</u> | (28,101) |

The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes current financial resources of governmental funds. Neither transaction, however, has any effect on net position.

|                                     |               |        |
|-------------------------------------|---------------|--------|
| Principal payment on long-term debt | <u>36,939</u> | 36,939 |
|-------------------------------------|---------------|--------|

|                                                  |    |                |
|--------------------------------------------------|----|----------------|
| Change in Net Position - Governmental Activities | \$ | <u>290,435</u> |
|--------------------------------------------------|----|----------------|

The accompanying notes are an integral part of this financial statement.

**ROYAL PALM CHARTER SCHOOL, INC.**

**NOTES TO FINANCIAL STATEMENTS**

**Year Ended June 30, 2022**

**NOTE A - SUMMARY OF REPORTING ENTITY AND SIGNIFICANT ACCOUNTING POLICIES**

The accounting policies of Royal Palm Charter School, Inc. conform to generally accepted accounting principles as applicable to governments. The more significant accounting policies are described below to enhance the usefulness of the financial statements to the reader.

**1. Reporting entity**

Royal Palm Charter School, Inc. is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act, and Section 1002.33, Florida Statutes. The not-for-profit corporation began conducting business as Royal Palm Charter School, Inc. (the "School") in 2006. The governing body of the School is the not-for-profit corporation's Board of Directors. The financial statements are a presentation of the charter school and not a complete presentation of the not-for-profit.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the Brevard County District School Board (the "District"). The current charter is effective until June 30, 2031 and may be renewed provided that a program review demonstrates that certain criteria addressed in Section 1002.33(7), Florida Statutes, have been successfully accomplished. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter, in which case the District is required to notify the School in writing at least 90 days prior to the charter's expiration. Pursuant to Section 1002.33(8)(e), Florida Statutes, the charter school contract provides that in the event the School is dissolved or terminated, any unencumbered funds and all School property purchased with public funds automatically revert to the District. During the term of the charter, the District may also terminate the charter if good cause is shown. The School is considered a component unit of the District.

Criteria for determining if other entities are potential component units of the School which should be reported with the School's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provide for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

ROYAL PALM CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2022

**NOTE A - SUMMARY OF REPORTING ENTITY AND SIGNIFICANT ACCOUNTING POLICIES  
(continued)**

**2. Government-wide financial statements**

The government-wide financial statements (the Statement of Net Position and the Statement of Activities) report information on all of the activities of the School. Governmental activities are reported separately from business-type activities, which rely on fees charged to external parties as their primary revenues. The School has no business-type activities. Any internal activity has been eliminated from the government-wide financial statements.

The Statement of Net Position reports the School's financial position as of the end of the fiscal year. In this statement, the School's net position is reported in three categories: net investment in capital assets; restricted net position; and unrestricted net position.

The Statement of Activities is displayed using a net-cost format and reports the degree to which the direct expenses of a given function are offset by program revenues, direct expenses are those that are clearly identifiable with a specific function. Program revenues include 1) charges for services that are directly related to a given function and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Other items not properly included among program revenues are reported instead as general revenues.

**3. Fund financial statements**

The financial transactions of the School are reported in individual funds in the fund financial statements. The governmental fund statements include reconciliations with brief explanations to better identify the relationship between the government-wide statements and the statements for the governmental funds.

The following funds are used by the School:

**GOVERNMENTAL FUNDS**

General Fund: The general fund is the general operating fund of the School. It is used to account for all financial resources, except those associated with grants that are restricted to specified uses.

Capital Outlay Fund: The Capital Outlay Fund is used to account for financial resources associated with grants that are restricted to capital uses.



ROYAL PALM CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2022

**NOTE A - SUMMARY OF REPORTING ENTITY AND SIGNIFICANT ACCOUNTING POLICIES**  
**(continued)**

4. Fund financial statements (continued)

Debt Service Fund: The Debt Service Fund is used to account for the resources accumulated and payments made for principal and interest on the mortgage.

Special Revenue Fund – Elementary and Secondary School Emergency Relief (ESSER): The Special Revenue Fund – Elementary and Secondary School Emergency Relief (ESSER) is used to account for types of revenues that are legally restricted to being spent for a specific purpose (except for expendable trusts or major capital projects).

Other Governmental Funds: The Other Governmental Funds is used to account for specific revenue sources that are legally restricted to expenditures for specific purposes – e.g. National School Lunch Program, Title I, Title II, etc.

In the accompanying fund financial statements, the General Fund, Capital Outlay Fund, Debt Service Fund, and Special Revenue Fund are considered to be major funds and, therefore, are separately displayed. The School also has an Other Governmental Fund which is considered non-major funds.

5. Measurement focus and basis of accounting

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related fund liability is incurred. However, debt service expenditures are recorded only when payment is due.

Most revenues are considered to be susceptible to accrual and have been measured in the current fiscal period. Certain other items are considered to be measurable and available only when cash is received.

6. Cash and cash equivalents

Cash consists of deposits in financial institutions. At times, such deposits may be in excess of the Federal Deposit Insurance Corporation (FDIC) insurance limit. At June 30, 2022, there was \$324,547 held in excess of FDIC insurance coverage. The School has no history of loss due to exceeding coverage limitations. The School has no policy regarding deposit custodial credit risk.

ROYAL PALM CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2022

NOTE A - SUMMARY OF REPORTING ENTITY AND SIGNIFICANT ACCOUNTING POLICIES  
(continued)

7. Prepaid items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements. Prepaid assets are reported as "non-spendable" in the funds financial statements to indicate that prepaids do not represent available expendable resources.

Capital assets and depreciation

Capital assets are defined by the School as assets with an initial, individual cost of \$1,000 or more and an estimated useful life of more than one year. These assets are recorded at historical cost. Donated capital assets are recorded at their acquisition value at the date of donation. Depreciable capital assets are depreciated using the straight-line method over the following estimated useful lives:

| <u>Asset Class</u>                | <u>Estimated Useful<br/>Lives</u> |
|-----------------------------------|-----------------------------------|
| Improvements other than buildings | 5-15                              |
| Furniture, fixtures and equipment | 5-10                              |
| Building                          | 40                                |
| Audio visual materials            | 5                                 |

8. Revenue sources

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Florida Statutes, the School reports the number of FTE students and related data to the District. Under the provisions of Florida Statutes, the District reports the number of FTE students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the Florida Educational Finance Program and the actual weighted FTE students reported by the School during the designated full-time equivalent student survey periods. The School also receives other financial assistance. This assistance is generally based on applications submitted to and approved by the granting agency.

9. Long-term liabilities

Long-term debt and other long-term obligations are reported in the government-wide financial statements. Long-term liabilities are not reported in the governmental funds because governmental funds use the current financial resources measurement focus.



ROYAL PALM CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2022

**NOTE A - SUMMARY OF REPORTING ENTITY AND SIGNIFICANT ACCOUNTING POLICIES  
(continued)**

10. Interfund activity

Activity between the funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as due to/from other funds. At the end of the year, the general fund, special revenues-Elementary and Secondary School Emergency Relief (ESSER), and other governmental fund's amounts due to the capital outlay fund and was \$69,557, \$15,217 and \$32,962, respectively.

Transfers are used to move unrestricted general fund revenues to finance programs (i.e. national school lunch program) that the School must account for in other funds. During the year, the general fund transferred \$21,842 to the other governmental funds and the capital outlay fund transferred \$244,995 to the debt service fund.

11. Net position

Net position represents the difference between assets and liabilities and is reported in three categories as hereafter described. *Net investment in capital assets*, represents capital assets, net of accumulated depreciation and any outstanding debt related to those assets.

Net position is reported as *restricted* when there are legal limitations imposed on its use by legislation, or external restrictions imposed by other governments, creditors, or grantors. *Unrestricted* net position is net position that does not meet the definition of the classifications previously described. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, and then unrestricted resources as they are needed.

12. Fund balance classification

Governmental funds report separate classifications of fund balance.

Non-Spendable: The non-spendable fund balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Restricted: The restricted fund balance is defined as having restrictions (a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.

Committed: Committed fund balance is defines as amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the School's Board of Directors.



ROYAL PALM CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2022

**NOTE A - SUMMARY OF REPORTING ENTITY AND SIGNIFICANT ACCOUNTING POLICIES  
(continued)**

12. Fund balance classification (continued)

Assigned: Assigned fund balance is defined as amounts that are constrained by the intent of the School's Board of Directors to be used for specific purposes but are neither restricted nor committed. The School has given the authority to assign fund balance to the School's Principal. Assigned fund balance includes spendable fund balance amounts established by the Principal that are intended to be used for specific purposes that are neither considered restricted or committed. Assignment of fund balance may be (a) made for a specific purpose that is narrower than the general purposes of the government itself; and/or (b) used to reflect the appropriation of a portion of existing unassigned fund balance to eliminate a projected deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues. Assigned fund balance shall reflect management's intended use of resources as set forth each year by the Principal. Assigned fund balance may or may not be appropriated for expenditure in the subsequent year depending on the timing of the project/reserve for which it was assigned.

Unassigned: Unassigned fund balance is the residual classification for the general fund. It is the policy of the School to use restricted resources to the extent which they are available, then committed resources, followed by assigned resources. Once these are consumed, the School will then use unassigned resources. The School does not have a formal policy requiring a minimum fund balance.

13. Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make various estimates. Actual results could differ from those estimates.

14. Income taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and applicable state law.

The School recognizes the financial statement effects from a tax position only if it is more likely than not that the tax position will be sustained on examination by taxing authorities, based on the technical merits of the position.

Examples of tax positions include the tax-exempt status of the School and various positions related to the potential sources of unrelated business taxable income. The assessment of the technical merits of a tax position is a matter of judgment. The School believes that all of its tax positions are more likely than not to be sustained upon examination. The School files Form 990 in the U.S. federal jurisdiction.

**ROYAL PALM CHARTER SCHOOL, INC.**

**NOTES TO FINANCIAL STATEMENTS**

**Year Ended June 30, 2022**

**NOTE A - SUMMARY OF REPORTING ENTITY AND SIGNIFICANT ACCOUNTING POLICIES**  
**(continued)**

**15. Budget**

An operating budget is adopted and maintained by the governing board of the School pursuant to the requirements of Florida Statutes. The budget is adopted using the same basis of accounting that is used in the preparation of the basic financial statements.

**NOTE B – RISK MANAGEMENT**

The School is exposed to various risks of loss, including general liability, personal injury, workers compensation, and errors and omissions. To manage its risks, the School has purchased commercial insurance. Settled claims resulting from these risks have not exceeded commercial coverage in the current and previous two years.

**NOTE C – CAPITAL ASSETS**

Changes in capital assets were as follows:

|                                   | <u>Balance at<br/>July 1, 2021</u> | <u>Additions</u>   | <u>Deletions</u> | <u>Balance at<br/>June 30, 2022</u> |
|-----------------------------------|------------------------------------|--------------------|------------------|-------------------------------------|
| Capital assets not depreciated:   |                                    |                    |                  |                                     |
| Land                              | \$ 126,616                         | -                  | -                | \$ 126,616                          |
| Construction in progress          | -                                  | 8,226              | -                | 8,226                               |
| Capital assets depreciated:       |                                    |                    |                  |                                     |
| Improvements other than buildings | 345,003                            | -                  | -                | 345,003                             |
| Equipment under capital lease     | 246,325                            | -                  | -                | 246,325                             |
| Furniture, fixtures and equipment | 331,521                            | 67,591             | -                | 399,112                             |
| Building                          | 3,048,517                          | -                  | -                | 3,048,517                           |
| Audio visual materials            | 4,870                              | 2,050              | -                | 6,920                               |
| Total capital assets depreciated  | <u>4,102,852</u>                   | <u>77,867</u>      | <u>-</u>         | <u>4,180,719</u>                    |
| Less accumulated depreciation:    |                                    |                    |                  |                                     |
| Improvements other than buildings | 328,696                            | 1,911              | -                | 330,607                             |
| Equipment under capital lease     | 246,325                            | -                  | -                | 246,325                             |
| Furniture, fixtures and equipment | 252,190                            | 26,460             | -                | 278,650                             |
| Building                          | 165,128                            | 76,213             | -                | 241,341                             |
| Audio visual materials            | 1,198                              | 1,384              | -                | 2,582                               |
| Total accumulated depreciation    | <u>993,537</u>                     | <u>105,968</u>     | <u>-</u>         | <u>1,099,505</u>                    |
| Total capital assets, net         | <u>\$ 3,109,315</u>                | <u>\$ (28,101)</u> | <u>\$ -</u>      | <u>\$ 3,081,214</u>                 |

Depreciation expense for the year ended June 30, 2022 was charged to functions of the School as follows:

|                       |                   |
|-----------------------|-------------------|
| Basic instruction     | \$ 13,145         |
| School administration | <u>92,823</u>     |
|                       | <u>\$ 105,968</u> |

**ROYAL PALM CHARTER SCHOOL, INC.**

**NOTES TO FINANCIAL STATEMENTS**

**Year Ended June 30, 2022**

**NOTE D – CONCENTRATIONS**

Revenue sources

As stated in Note A-8, the School receives revenues for current operations primarily from the State of Florida through the District. The following is a schedule of revenue sources and amounts.

|                                                                                     |                          |
|-------------------------------------------------------------------------------------|--------------------------|
| Revenue sources passed through the<br>School Board of Brevard County, Florida       |                          |
| Base funding                                                                        | \$ 1,510,651             |
| Class size reduction                                                                | 324,196                  |
| Discretionary millage                                                               | 158,475                  |
| ESE guaranteed allocation                                                           | 106,191                  |
| Supplemental academic instruction                                                   | 89,031                   |
| Teacher salary increase allocation                                                  | 57,472                   |
| Discretionary tax compression                                                       | 36,718                   |
| Instructional materials allocation                                                  | 24,593                   |
| Safe schools                                                                        | 20,304                   |
| Student reserve allocation                                                          | 19,318                   |
| Reading allocation                                                                  | 13,519                   |
| Mental health allocation                                                            | 13,227                   |
| Library media materials                                                             | 1,555                    |
| Digital classroom                                                                   | 529                      |
| Less administration fee                                                             | (89,509)                 |
|                                                                                     | <hr/> 2,286,270          |
| ESSER                                                                               | 378,145                  |
| Sales surtax                                                                        | 265,190                  |
| Capital outlay                                                                      | 159,405                  |
| Title I                                                                             | 156,636                  |
| IDEA                                                                                | 7,453                    |
| Florida teacher classroom supply assistance                                         | 5,862                    |
|                                                                                     | <hr/>                    |
| Total Revenue sources passed through the<br>School Board of Brevard County, Florida | 3,258,961                |
| Employee retention credit                                                           | 162,272                  |
| National school lunch program                                                       | 111,519                  |
| Before/after care                                                                   | 44,632                   |
| Other revenue                                                                       | 39,229                   |
| Student lunches                                                                     | 1,046                    |
| Miscellaneous state sources                                                         | 479                      |
|                                                                                     | <hr/>                    |
| Total revenue                                                                       | <hr/> <hr/> \$ 3,618,138 |



ROYAL PALM CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2022

**NOTE E – LONG TERM LIABILITIES**

During March 2019, the School entered into a mortgage loan with Ameris Bank with a term of 30 years. The terms of the loan provide for monthly installments of principal and interest in the amount of \$19,458 including interest at 6.75% based upon a thirty-year amortization schedule. The interest rate can be adjusted every 5 years after the initial payment to reflect the maximum prime interest rate in the Wall Street Journal plus 1.25%. The mortgage is secured by the educational facility and land.

The following is a summary of changes in long-term liabilities:

| Balance      |           |           | Balance       | Amount Due |
|--------------|-----------|-----------|---------------|------------|
| July 1, 2021 | Additions | Deletions | June 30, 2022 | in 1 Year  |
| \$ 2,928,489 | \$ -      | \$ 36,939 | \$ 2,891,550  | \$ 39,568  |

Aggregate annual maturities for long-term liabilities over each of the next five years and thereafter are as follows:

|            |                     |
|------------|---------------------|
| 2023       | \$ 39,568           |
| 2024       | 42,323              |
| 2025       | 45,270              |
| 2026       | 48,422              |
| 2027       | 51,794              |
| Thereafter | <u>2,664,173</u>    |
|            | <u>\$ 2,891,550</u> |

**NOTE F – CONTINGENT LIABILITIES**

The School is involved in litigation with its prior management company. The School is vigorously contesting the claims against the School and has countersued the management company. It is impossible to determine the outcome of the litigation, however, management does not believe it will be required to pay any damages and has not recorded a related liability as of June 30, 2022.

**NOTE G - SUBSEQUENT EVENTS**

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 27, 2022, which is the date the financial statements were available be issued except as follows:

- In the 2022-2023 school year, the School has begun construction on a new parking lot with the estimated cost to be around \$250,000.

## **REQUIRED SUPPLEMENTARY INFORMATION**

**ROYAL PALM CHARTER SCHOOL, INC.**

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES  
BUDGET AND ACTUAL – GENERAL FUND**

**For the Year Ended June 30, 2022**

|                                                 | Budgeted Amounts    |                     | Actual              | Variance with<br>Final Budget |
|-------------------------------------------------|---------------------|---------------------|---------------------|-------------------------------|
|                                                 | Original            | Final               |                     |                               |
| <b>Revenues</b>                                 |                     |                     |                     |                               |
| Federal passed through state and local          | \$ -                | \$ 162,272          | \$ 162,272          | \$ -                          |
| State passed through local school district      | 2,364,515           | 2,295,645           | 2,295,645           | -                             |
| Other revenues                                  | 1,000               | 80,827              | 80,827              | -                             |
| Total revenues                                  | 2,365,515           | 2,538,744           | 2,538,744           | -                             |
| <b>Expenditures</b>                             |                     |                     |                     | -                             |
| <b>Current:</b>                                 |                     |                     |                     | -                             |
| Basic instruction                               | 1,315,386           | 1,329,470           | 1,329,470           | -                             |
| Exceptional instruction                         | 150,861             | 225,308             | 225,308             | -                             |
| Guidance services                               | 52,127              | 53,153              | 53,153              | -                             |
| Staff development                               | 26,650              | -                   | -                   | -                             |
| Instructional related technology                | 1,500               | 16,970              | 16,970              | -                             |
| School administration                           | 509,019             | 582,305             | 582,305             | -                             |
| Fiscal services                                 | 12,100              | -                   | -                   | -                             |
| Operation of plant                              | 183,083             | 184,867             | 184,867             | -                             |
| Maintenance of plant                            | 5,300               | -                   | -                   | -                             |
| Community service                               | -                   | 114,309             | 114,309             | -                             |
|                                                 | 2,256,026           | 2,506,382           | 2,506,382           | -                             |
| Excess of revenues over<br>(under) expenditures | 109,489             | 32,362              | 32,362              | -                             |
| <b>Other financing uses</b>                     |                     |                     |                     | -                             |
| Transfers out                                   | 51,791              | (21,842)            | (21,842)            | -                             |
| Total other financing uses                      | 51,791              | (21,842)            | (21,842)            | -                             |
| Net change in fund balance                      | 161,280             | 10,520              | 10,520              | -                             |
| Fund balances at July 1, 2021                   | 990,439             | 990,439             | 990,439             | -                             |
| Fund balances at June 30, 2022                  | <u>\$ 1,151,719</u> | <u>\$ 1,000,959</u> | <u>\$ 1,000,959</u> | <u>\$ -</u>                   |

See note to required supplementary information.



ROYAL PALM CHARTER SHOOOL, INC.

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES  
BUDGET AND ACTUAL – CAPITAL OUTLAY FUND**

**Year the Ended June 30, 2022**

|                                      | <u>Budgeted Amounts</u> |                   |                   | Variance<br>with Final<br>Budget |
|--------------------------------------|-------------------------|-------------------|-------------------|----------------------------------|
|                                      | <u>Original</u>         | <u>Final</u>      | <u>Actual</u>     |                                  |
| Revenues                             |                         |                   |                   |                                  |
| Charter school capital outlay        | \$ 155,288              | \$ 159,405        | \$ 159,405        | \$ -                             |
| Other revenues                       | <u>180,000</u>          | <u>265,190</u>    | <u>265,190</u>    | -                                |
| Total revenues                       | 335,288                 | 424,595           | 424,595           | -                                |
| Expenditures                         |                         |                   |                   |                                  |
| Operation of plant                   | <u>50,000</u>           | <u>13,911</u>     | <u>13,911</u>     | -                                |
| Excess of revenues over expenditures | 285,288                 | 410,684           | 410,684           | -                                |
| Other financing uses                 |                         |                   |                   |                                  |
| Transfers out                        | <u>(298,589)</u>        | <u>(244,995)</u>  | <u>(244,995)</u>  | -                                |
| Total other financing uses           | <u>(298,589)</u>        | <u>(244,995)</u>  | <u>(244,995)</u>  | -                                |
| Net change in fund balance           | (13,301)                | 165,689           | 165,689           | -                                |
| Fund balances at July 1, 2021        | -                       | -                 | -                 | -                                |
| Fund balances at June 30, 2022       | <u>\$ (13,301)</u>      | <u>\$ 165,689</u> | <u>\$ 165,689</u> | <u>\$ -</u>                      |

See note to required supplementary information.

**ROYAL PALM CHARTER SHOOOL, INC.**

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES  
BUDGET AND ACTUAL – DEBT SERVICE FUND**

**Year the Ended June 30, 2022**

|                                            | <u>Budgeted Amounts</u> |                    |                    | Variance<br>with Final<br>Budget |
|--------------------------------------------|-------------------------|--------------------|--------------------|----------------------------------|
|                                            | <u>Original</u>         | <u>Final</u>       | <u>Actual</u>      |                                  |
| Revenues                                   |                         |                    |                    |                                  |
| State passed through local school district | <u>\$ -</u>             | <u>\$ -</u>        | <u>\$ -</u>        | <u>\$ -</u>                      |
| Expenditures                               |                         |                    |                    |                                  |
| Debt service:                              |                         |                    |                    |                                  |
| Principal and interest                     | <u>233,496</u>          | <u>244,995</u>     | <u>244,995</u>     | <u>-</u>                         |
| Excess of revenues over expenditures       | <u>(233,496)</u>        | <u>(244,995)</u>   | <u>(244,995)</u>   | <u>-</u>                         |
| Other financing uses                       |                         |                    |                    |                                  |
| Transfers in                               | <u>233,496</u>          | <u>244,995</u>     | <u>244,995</u>     | <u>-</u>                         |
| Total other financing uses                 | <u>233,496</u>          | <u>244,995</u>     | <u>244,995</u>     | <u>-</u>                         |
| Net change in fund balance                 | <u>-</u>                | <u>-</u>           | <u>-</u>           | <u>-</u>                         |
| Fund balances at July 1, 2021              | <u>-</u>                | <u>-</u>           | <u>-</u>           | <u>-</u>                         |
| Fund balances at June 30, 2022             | <u><u>\$ -</u></u>      | <u><u>\$ -</u></u> | <u><u>\$ -</u></u> | <u><u>\$ -</u></u>               |

See note to required supplementary information.

**ROYAL PALM CHARTER SHOOOL, INC.**

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES  
BUDGET AND ACTUAL – SPECIAL REVENUE FUND -  
ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER)**

**Year the Ended June 30, 2022**

|                                        | <u>Budgeted Amounts</u> |                            | <u>Actual</u>              | <u>Variance<br/>with Final<br/>Budget</u> |
|----------------------------------------|-------------------------|----------------------------|----------------------------|-------------------------------------------|
|                                        | <u>Original</u>         | <u>Final</u>               |                            |                                           |
| Revenues                               |                         |                            |                            |                                           |
| Federal passed through state and local | <u>\$ 145,000</u>       | <u>\$ -</u>                | <u>\$ -</u>                | <u>\$ -</u>                               |
| Total revenues                         | <u>145,000</u>          | <u>-</u>                   | <u>-</u>                   | <u>-</u>                                  |
| Expenditures                           |                         |                            |                            |                                           |
| Basic instruction                      | 145,000                 | 127,157                    | 127,157                    | -                                         |
| Guidance services                      | -                       | 2,500                      | 2,500                      | -                                         |
| Instructional staff training services  | -                       | 6,900                      | 6,900                      | -                                         |
| Instructional related technology       | -                       | 59,620                     | 59,620                     | -                                         |
| School administration                  | -                       | 20,260                     | 20,260                     | -                                         |
| Food services                          | -                       | 2,000                      | 2,000                      | -                                         |
| Operation of plant                     | -                       | 53,320                     | 53,320                     | -                                         |
| Community service                      | -                       | 1,000                      | 1,000                      | -                                         |
| Total expenditures                     | <u>145,000</u>          | <u>272,757</u>             | <u>272,757</u>             | <u>-</u>                                  |
| Net change in fund balance             | -                       | (272,757)                  | (272,757)                  | -                                         |
| Fund balances at July 1, 2021          | -                       | -                          | -                          | -                                         |
| Fund balances at June 30, 2022         | <u><u>\$ -</u></u>      | <u><u>\$ (272,757)</u></u> | <u><u>\$ (272,757)</u></u> | <u><u>\$ -</u></u>                        |

See note to required supplementary information.



**ROYAL PALM CHARTER SCHOOL, INC.**

**NOTE TO REQUIRED SUPPLEMENTARY INFORMATION**

**Year the Ended June 30, 2022**

**NOTE A - BUDGETARY INFORMATION**

Budgetary basis of accounting

Annual budgets are adopted for the entire operations and may be amended by the Board of Directors (the "Board"). The budgets presented for fiscal year ended June 30, 2022, have been amended according to Board procedures. Budgets are adopted on the modified accrual basis of accounting. The legal level of budgetary control is the fund level.

Although budgets are adopted for the entire operation, budgetary comparisons have been presented for the general fund, the capital outlay fund and debt service fund for which a legally adopted budget exists.

## COMPLIANCE INFORMATION

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors of  
Royal Palm Charter School, Inc.  
Palm Bay, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Royal Palm Charter School, Inc. (the "School"), a component unit of the Brevard County District School Board, Florida, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 27, 2022.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

*A deficiency in internal control exists* when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.



## Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*McDonough CPA Solutions, PA*

September 27, 2022  
Rockledge, Florida

## MANAGEMENT LETTER

To the Board of Directors of  
Royal Palm Charter School, Inc.  
Palm Bay, Florida

### Report on the Financial Statements

We have audited the financial statements of Royal Palm Charter School, Inc. (the "School"), as of and for the fiscal year ended June 30, 2022, and have issued our report thereon dated September 27, 2022.

### Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

### Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in that report, which is dated September 27, 2022, should be considered in conjunction with this management letter.

### Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. In that regard, there are no uncorrected findings to report.

### Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires that the name or official title of the entity and the school code assigned by the Florida Department of Education be disclosed in this management letter. The official title and school code assigned by the Florida Department of Education of the entity are *Royal Palm Charter School, Inc.; (6509)*.

### **Financial Condition and Management**

Sections 10.854(1)(e)2. and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific condition(s) met. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a. and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for the School. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we communicate any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

### **Transparency**

Sections 10.854(1)(e)7. and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether the School maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that the School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

### **Additional Matters**

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

### **Purpose of this Letter**

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the Florida Auditor General, Federal and other granting agencies, the Board of Directors, applicable management, and the school board of Brevard County, Florida and is not intended to be and should not be used by anyone other than these specified parties.

*McDonough CPA Solutions, PA*

September 27, 2022  
Rockledge, Florida



## **MANAGEMENT FINDINGS, RECOMMENDATIONS AND RESPONSES**

For the year ended June 30, 2022 and June 30, 2021, there were no management findings, recommendations or responses.

**IN THE CIRCUIT COURT OF THE EIGHTEENTH JUDICIAL CIRCUIT  
IN AND FOR BREVARD COUNTY, FLORIDA**

ROYAL PALM CHARTER SCHOOL, INC.  
and PRIMARY CHARTER SCHOOLS, INC.  
d/b/a Campus Charter Schools,  
Plaintiffs,

Case No.: 05-2016-CA-18230  
Case No.: 05-2016-CA-15343

v.

COUNTRY BEGINNINGS OF BREVARD, INC.,  
A Florida for-profit corporation, EDUCATORS  
MANAGEMENT GROUP, INC., a Florida  
for-profit corporation and CHRISTOPHER T.  
GLATZ, individually,  
Defendants.

**MEMORANDUM OF UNDERSTANDING REGARDING SETTLEMENT**

The parties to this action have reached a proposed agreement to resolve any and all disputes between them, and hereby execute this Memorandum of Understanding outlining all terms of said agreement. Specifically, the parties agree to the following:

- A. The parties desire to amicably resolve and settle all claims and defenses either raised by them in the above-captioned matters, or that may otherwise regarding their interactions and dealings with each other.
- B. The parties acknowledge that they are entering into this agreement freely and voluntarily, and with having had sufficient opportunity to consult with counsel.
- C. It is expressly understood that this agreement and the settlement it represents are entered into solely for the purpose of allowing the Parties to avoid further litigation. This agreement does not constitute an admission by any of the Parties of any wrongdoing, contractual obligation, or of any duty whatsoever, whether based in statute, regulation, common law, or otherwise, and each of the Parties expressly deny that any liability or any such violation has occurred.
- D. The parties agree that this matter should be resolved for the sum of sixty-six thousand, two hundred fifty dollars (\$66,250.00) by payment from Royal Palm Charter School, Inc. to Christopher Glatz. This amount is inclusive of all fees and costs.
- E. Additionally, Royal Palm Charter School, Inc. waives any and all claims regarding Christopher Glatz's funds in the amount of seven thousand five hundred dollars (\$7,500.00)

- currently being held in escrow with WhiteBird, PLLC. Said funds may be released directly to Christopher Glatz.
- F. The parties agree that a formal settlement agreement and release shall be prepared by counsel for the parties in order to formalize the parties' agreement as expressed and set forth herein.
- G. Defendants Glatz, Country Beginnings, and Educator Management Group each agree to be bound by the terms of this agreement.
- H. On behalf of the administration of Royal Palm Charter School, Principal Shannon Sviben, as evidenced by her signature affixed hereto agrees to present the terms of this agreement to the Governing Board of Royal Palm Charter School, Inc. for their consideration, with a recommendation for adoption. Neither party shall be bound by the terms of this agreement should the Governing Board of Royal Palm Charter School, Inc. fail to adopt or approve the settlement.
- I. Parties agree to keep the terms of the agreement confidential, to the extent allowable by law, taking into consideration that Plaintiff is a public agency subject to Florida's Public Records Laws. The parties further agree to a non-disparagement clause.
- J. Parties agree to seek any necessary continuances before the Court to effectuate this settlement.
- K. The parties agree that this settlement resolves any and all claims that may exist between them, whether pled in this matter or not. Additionally, the parties agree that this agreement supersedes any prior agreements between the parties regarding any of the matters contained herein.

---

Shannon Sviben  
Principal, Royal Palm Charter

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Date:

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John P. Leombruno, Esq.  
Counsel for Royal Palm Charter

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Date:

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Christopher T. Glatz  
Individually, and o.b.o. Educators Management  
Group, Inc., and Country Beginnings of Brevard, Inc.

---

Date:

---

Adam M. Bird, Esq., Counsel for Defendants

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Date:





FLORIDA DEPARTMENT OF  
EDUCATION  
fldoe.org



## 2022-23 Mental Health Application

### Part I: Youth Mental Health Awareness Training Plan

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## Introduction

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mentalhealth. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

### Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

### Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.



## Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

### MHAA Plan Assurances

#### The Charter School Assurances

One hundred percent of the state funded proportionate share is used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.

Yes

Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

Includes a system for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Yes

#### A Charter school board policy or procedures has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

## Planned Outcomes

**Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).**

During the 2022-2023 school year, continued expansion for meeting student mental health needs will be the primary focus. Two specific goals are: 1. Students and staff will be educated on how to protect children and teens from bullying, abuse, and victimization using an evidence based program. 100% of instructional staff and students will receive training. 2. Suicide prevention & mental wellness will remain part of the school culture. Staff and students will be educated on signs and symptoms of at-risk students. Those presenting signs of possible suicide or mental illness. There will be improvement in staff and students response to persons in crisis.

## Charter Program Implementation



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Evidence-Based Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | Child/Teen Safety Matters (Monique Burr) |
| <b>Tiers of Implementation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | Tier 2                                   |
| Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.                                                                                                                                                                                                                                                                                                                          |                                          |
| Child Safety Matters is a evidence based program. It is based on public health and social frameworks for prevention. Prevention practices includes cognitive behavioral theory, healthy sexual development, and trauma informed practices with a focus on developmental stages. The curricular educates to protect children and teens from bullying, abuse and victimization.                                                                                                |                                          |
| Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.                                              |                                          |
| The evidence based prevention education program will be implemented by the School Counselor for grades K-8; as appropriate in a classroom setting. Topics target digital safety, physical/emotional safety, mental health and substance use. Students will be taught the five safety rules of prevention. Digital safety and physical/emotional safety are four lessons. Supplemental lessons includes mental health and substance use which are presented in three lessons. |                                          |
| Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.                                                                                                                                                                                           |                                          |
| The supports outcome will result in an increase of student knowledge and resistance skills. Students will be empowered with strategies to encourage mental wellness, healthy coping and refusal skills as well as insight concerning substance use and abuse.                                                                                                                                                                                                                |                                          |



|                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Evidence-Based Program</b>                                                                                                                                                                                                                                                                                                                                                                                                   | Life Skills Training (Gilbert Botvin) |
| <b>Tiers of Implementation</b>                                                                                                                                                                                                                                                                                                                                                                                                  | Tier 2                                |
| Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.                                                                                                                                                                                                                                                                             |                                       |
| Botvin Life Skills Training is a substance abuse and violence prevention program. Learning objectives are: personal and self-management skills, general social skills, and drug resistance skills. It is aligned to CASEL'S social and emotional learning competencies.                                                                                                                                                         |                                       |
| Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence. |                                       |
| Lesson will be implemented by the School Counselor. Lessons will be taught one time per week for eight class sessions; 40 minute class sessions, to grades 3, 4, and 5. Specific skills taught includes empathy, friendship building, problem solving, tobacco use, anxiety and stress reduction, decision-making, and positive communication.                                                                                  |                                       |
| Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.                                                                                                                                              |                                       |
| The supports will enable students to learn skills that improves self-esteem, develop problem-solving ability, promote reduction in stress, anxiety, and anger. Students will have skill development in the areas of clear communication, relationship building, assertiveness and avoiding violence. Students will understand the importance of resisting pressures to use tobacco, alcohol and other drugs.                    |                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Evidence-Based Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mental Health First Aid |
| <b>Tiers of Implementation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Tier 1                  |
| Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |
| Mental Health First Aid is an evidence based program initiated by the National Council for Behavioral Health with the Department of Mental Health. It educates about risk factors and warning signs of mental health problems in adolescent and emphasizes early intervention. It teaches how to offer initial support to a person in crisis.                                                                                                                                                                                                                                               |                         |
| Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.                                                                                                                                                             |                         |
| The curricular will be implemented by a Brevard School District Trainer. The curricular is an eight hour course which is designed to be delivered on-line, virtual, and or in-person. Instruction teaches methods of assisting students/persons in developmental stages of a mental health problem or how to assist persons in a mental health crisis. Mental have disorders are defined. Substance use disorders are defined. Resources are identified for mental illness and substance abuse. An action plan is identified for interventions with mental illness and substance use/abuse. |                         |
| Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.                                                                                                                                                                                                                                                                                                          |                         |
| The supports will provide greater knowledge in mental health responsiveness. It increases awareness of mental health issues of youth; suicidal thoughts and behaviors, self-injury, panic attacks, reactions to trauma, acute psychosis, substance abuse, and aggressive behaviors. Staff and students will become more knowledgeable about the signs and symptoms of mental disorders and challenges. Students will gain knowledge of available resources.                                                                                                                                 |                         |



|                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Evidence-Based Program</b>                                                                                                                                                                                                                                                                                                                                                                                                   | Mental and Emotional Health Education |
| <b>Tiers of Implementation</b>                                                                                                                                                                                                                                                                                                                                                                                                  | Tier 2                                |
| Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.                                                                                                                                                                                                                                                                             |                                       |
| Mental and Emotional Health Education is a Brevard County District developed curriculum. Lessons were developed by licensed and certified mental health professionals. Resources used includes but is not limited to evidence based materials such as Kids Health, Teen Mental Health, Teen NIDA, Everfi, and Healthy Body Systems. The curricular targets mental health and substance use/abuse.                               |                                       |
| Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence. |                                       |
| The School Counselor will implement a five hour classroom instruction on mental and emotional health to grades 6-8. Also included are lessons on substance use/abuse for grades K-8. The curricular addresses mental and emotional wellness, nutrition, internet safety, substance use and abuse.                                                                                                                               |                                       |
| Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.                                                                                                                                              |                                       |
| The supports will enable students to identify community resources, warning signs and symptoms of mental illness. They will have knowledge of indicators of substance addiction.                                                                                                                                                                                                                                                 |                                       |

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2022*

**1 Counselor per 350 students**

*2022-2023 proposed Ratio by June 30, 2023*

**1**

#### School Social Worker

*Current Ratio as of August 1, 2022*

**0**

*2022-2023 proposed Ratio by June 30, 2023*

**0**

#### School Psychologist

*Current Ratio as of August 1, 2022*

**0**

*2022-2023 proposed Ratio by June 30, 2023*



0

**Other Licensed Mental Health Provider***Current Ratio as of August 1, 2022*

0

*2022-2023 proposed Ratio by June 30, 2023*

0

**Direct employment policy, roles and responsibilities**

**Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.**

The goal of Royal Palm Charter is to expand accessibility of mental health services. Employment of school-based service providers will reduce staff-to-student ratio. This reduction would promote an increase in student access to mental health services. It would improve school safety by having greater access to mental health supports.

**Describe your school's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).**

The School Counselor will prioritize job duties allocating 80% of time spent providing direct mental health services. Time spent allocated to instruction learning (classroom) to include behavioral, mental health and mental health services. Small group, social skills, instruction will address social personal deficits. Direct services to students will include but not be limited to risk and threat assessing, individual counseling, and referrals to community mental health resources. Services provided to staff and students will include mental wellness and substance use/abuse training.

**Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.**

Royal Palm has developed community partnerships to improve access to school-based mental health supports. These school and community based partners promotes ongoing school safety efforts with crisis prevention, preparedness, response and recovery through crisis training and plans. School based mental health providers: School Counselor provides mental health training to staff and students and address behavior issues that impact the school climate. The school psychologist consults with teachers, parents, school counselor to provide supports to address mental and behavioral health. The Behavior Analyst provides supports to address social/emotional behavioral problems. Typically, behavior assessments and plans are developed by the analyst.

**Community Contracts/Interagency Agreements**

**List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.**

Community contracts/interagency agreements are mostly established through Brevard School District. Kinder Consulting is the assigned school-based mental health provider. Services includes school and home based counseling. Individual, family counseling and case management is provided. A Behavior Analyst through Brevard County Schools, provides behavioral health (social emotional) assessments and intervention planning.

Royal Palm has an interagency agreement with Tiki Services. Tiki Services is a behavioral agency specializing in Autism Spectrum Disorder. The agency provides one-on-one school-based behavioral

services to students targeting social emotional needs. Community action teams consist of District based psychologist, and mobile assist teams for at-risk assessments for potential harm. Royal Palm is serviced through Brevard Sheriff Department for crisis prevention, preparedness and response. The Department also, offers services for potential Baker Act.

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

**MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)**

\$ 15,079.00

**Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan**

\$ 0.00

**Grand Total MHAA Funds**

\$ 15,079.00

### MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1011.62 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

|                                                |
|------------------------------------------------|
| MHAA_Planned_Expenditures_Report_2022-2023.pdf |
| <i>Planned Funds and Expenditures Form</i>     |
| <u>Document Link</u>                           |

## Charter Governing Board Approval

This application certifies that the **Brevard Public Schools** governing board has approved the Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(14), F.S.

**Governing Board Approval date**

Wednesday 7/20/2022



Brevard Public Schools

# Royal Palm Charter School



## 2022-23 Schoolwide Improvement Plan



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# Royal Palm Charter School

7145 BABCOCK ST NE, Palm Bay, FL 32909

www.royalpalmcharter.com

## Demographics

Principal: Shannon Shupe

Start Date for this Principal: 7/1/2011

|                                                                                                                                                              |                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2019-20 Status</b><br>(per MSID File)                                                                                                                     | Active                                                                                                                                                                                            |
| <b>School Type and Grades Served</b><br>(per MSID File)                                                                                                      | Combination School<br>KG-8                                                                                                                                                                        |
| <b>Primary Service Type</b><br>(per MSID File)                                                                                                               | K-12 General Education                                                                                                                                                                            |
| <b>2021-22 Title I School</b>                                                                                                                                | Yes                                                                                                                                                                                               |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)                                                                            | 74%                                                                                                                                                                                               |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>                                                                                                                                 | 2021-22: B (55%)<br>2020-21: (45%)<br>2018-19: C (48%)<br>2017-18: C (50%)                                                                                                                        |
| <b>2019-20 School Improvement (SI) Information*</b>                                                                                                          |                                                                                                                                                                                                   |
| <b>SI Region</b>                                                                                                                                             | Southeast                                                                                                                                                                                         |
| <b>Regional Executive Director</b>                                                                                                                           | <u>LaShawn Russ-Porterfield</u>                                                                                                                                                                   |
| <b>Turnaround Option/Cycle</b>                                                                                                                               | N/A                                                                                                                                                                                               |
| <b>Year</b>                                                                                                                                                  |                                                                                                                                                                                                   |
| <b>Support Tier</b>                                                                                                                                          |                                                                                                                                                                                                   |
| <b>ESSA Status</b>                                                                                                                                           | TS&I                                                                                                                                                                                              |

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## **School Board Approval**

N/A

## **SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## **Purpose and Outline of the SIP**

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



## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Royal Palm Charter School is to create a community of leaders that are equipped with the skills and knowledge needed to excel in any and all academic and social challenges they encounter throughout their educational careers.

**Provide the school's vision statement.**

Royal Palm Charter was created to challenge and meet the individual needs of every student in our community. We strive to develop students' individual strengths in order to build their confidence to think independently, creatively and problem solve. We make every effort to develop a strong parent/teacher connection that creates an active partnership to reinforce the school/home connection. We believe this relationship serves as the foundation for a child's educational career.

### School Leadership Team

**Membership**

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.:

| Name              | Position Title | Job Duties and Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shupe,<br>Shannon | Principal      | <p>To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                   |                | <p>Develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all customer groups by using effective communication techniques with students, teachers, parents and stakeholders.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Shupe,<br>Shannon | Principal      | <p>Duties of Principal include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>-Student Performance <ul style="list-style-type: none"> <li>•Set and enforce rigorous standards for student achievement that are in line with the goals of RPCS.</li> <li>•Ensure the academic program meets or exceeds yearly student outcome goals as defined by RPCS</li> </ul> </li> <li>Organizational Leadership <ul style="list-style-type: none"> <li>•Develop organizational goals and objectives consistent with the vision and mission of RPCS.</li> <li>•Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.</li> <li>•Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.</li> <li>•Oversee all programs, services, and activities to ensure that program objectives are met.</li> <li>•Ensure compliance with all local, state and federal funding sources.</li> <li>•Manage student enrollment process to ensure that the school achieves its targeted enrollment projections.</li> <li>•Ensure the safety and security of all students, staff, visitors, and property.</li> <li>•Ensure an orderly learning environment.</li> <li>•Ensure appropriate standards of student behavior, performance, and attendance.</li> <li>•Ensure that all disciplinary issues are addressed fairly and immediately.</li> </ul> </li> <li>-Instructional Leadership <ul style="list-style-type: none"> <li>•Manage, evaluate and develop a team of teachers.</li> <li>•Work with teachers to constantly assess and improve student achievement results.</li> <li>•Ensure use of effective, research-based teaching methodologies and practices.</li> <li>•Implement data-driven instructional practices and lead</li> </ul> </li> </ul> |

| Name | Position Title | Job Duties and Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                | <p>discussions about student performance.</p> <ul style="list-style-type: none"> <li>•Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</li> <li>•Keep abreast of successful instructional methodologies and practices.</li> <li>•Provide high quality curricular training and resources to staff.</li> <li>•Ensure consistencies in instruction and practice amongst team of teachers.</li> <li>•Foster culture of professionalism among teachers and staff.</li> <li>•Ensure learning environment and classroom instruction maximizes student learning.</li> <li>•Monitor progress of all students.</li> <li>•Supervise and mentor all teachers.</li> </ul> <p>-Operational Leadership</p> <ul style="list-style-type: none"> <li>•Implement the budget development process with the assistance of the Board of Directors and School Accountant that meets targeted requirements.</li> <li>•Oversee routine facilities maintenance.</li> <li>•Oversee management of school records and resources as necessary.</li> <li>•Ensure compliance of local, state, and federal laws and regulations.</li> </ul> <p>-Personnel</p> <ul style="list-style-type: none"> <li>•Recruit, select, and hire school staff, including teachers and school-based support staff.</li> <li>•Continually monitor progress on all measures of school and staff performance.</li> <li>•Administer RPCS approved personnel policies and procedures.</li> <li>•Oversee any and all disciplinary actions.</li> <li>•Provide for adequate supervision, training, and evaluation of all staff and volunteers.</li> <li>•Communicate the vision that supports the school's goals and values.</li> <li>•Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence.</li> </ul> <p>6. Community Relations</p> <ul style="list-style-type: none"> <li>•Serve as liaison between teachers, parents, and the commu</li> </ul> |



| Name               | Position Title      | Job Duties and Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rodriguez, Amy     | Assistant Principal | <p>Duties of Assistant Principal include, but are not limited to, the following:</p> <p><b>Student Performance</b></p> <ul style="list-style-type: none"> <li>• Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS.</li> <li>• Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS.</li> <li>• Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.</li> <li>• Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.</li> <li>• Help ensure the safety and security of all students, staff, visitors, and property.</li> <li>• Help ensure an orderly learning environment.</li> <li>• Help ensure appropriate standards of student behavior, performance, and attendance.</li> <li>• Ensure that all disciplinary issues are addressed fairly and immediately.</li> </ul> <p><b>-Instructional Leadership</b></p> <ul style="list-style-type: none"> <li>• Work with teachers to constantly assess and improve student achievement results.</li> <li>• Help ensure use of effective, research-based teaching methodologies and practices.</li> <li>• Implement data-driven instructional practices and lead discussions about student performance.</li> <li>• Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</li> <li>• Keep abreast of successful instructional methodologies and practices.</li> <li>• Provide high quality curricular training and resources to staff.</li> <li>• Ensure consistencies in instruction and practice amongst team of teachers.</li> <li>• Monitor progress of all students.</li> <li>• Supervise and mentor all 3rd through 5th grade teachers.</li> <li>• Oversee ESE Coordinator and Teachers</li> </ul> |
| Marshall, Jennifer | Guidance Counselor  | <p>Serve as Student Lighthouse Coordinator</p> <p>Teach weekly Leader in Me lessons in grades K-5</p> <p>Complete all mental health, drug, child abuse etc instruction as required</p> <p>Provide guidance services to students as needed</p> <p>Weekly small group social groups</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Name | Position Title | Job Duties and Responsibilities                                                               |
|------|----------------|-----------------------------------------------------------------------------------------------|
|      |                | Create behavior plans for students as needed<br>Support teachers, students, parents and admin |

### Demographic Information

**Principal start date**

Friday 7/1/2011, Shannon Shupe

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

28

**Total number of students enrolled at the school**

335

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

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

**Demographic Data**

### Early Warning Systems

Using prior year's 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  | 9 | 10 | 11 | 12 |     |       |
| Number of students enrolled                              | 35          | 35 | 36 | 31 | 41 | 28 | 41 | 43 | 43 | 0 | 0  | 0  | 0  | 333 |       |
| Attendance below 90 percent                              | 2           | 3  | 6  | 1  | 3  | 1  | 0  | 4  | 3  | 0 | 0  | 0  | 0  | 23  |       |
| One or more suspensions                                  | 1           | 1  | 1  | 3  | 0  | 3  | 1  | 0  | 3  | 0 | 0  | 0  | 0  | 13  |       |
| Course failure in ELA                                    | 0           | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0 | 0  | 0  | 0  | 2   |       |
| Course failure in Math                                   | 0           | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 2  | 0 | 0  | 0  | 0  | 3   |       |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0  | 0  | 2  | 6  | 7  | 8  | 9  | 6  | 0 | 0  | 0  | 0  | 38  |       |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0  | 0  | 7  | 10 | 10 | 10 | 6  | 6  | 0 | 0  | 0  | 0  | 49  |       |
| Number of students with a substantial reading deficiency | 3           | 2  | 2  | 2  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 9   |       |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 1           | 1 | 1 | 1 | 1 | 6 | 6 | 3 | 2 | 0 | 0  | 0  | 0  | 22    |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 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

Monday 10/3/2022

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                              | 0           | 0 | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |    |       |
| Attendance below 90 percent                              | 1           | 1 | 1 | 1 | 1  | 1 | 1  | 2 | 1 | 0 | 0  | 0  | 0  | 10 |       |
| One or more suspensions                                  | 0           | 0 | 2 | 0 | 0  | 1 | 2  | 6 | 1 | 0 | 0  | 0  | 0  | 12 |       |
| Course failure in ELA                                    | 0           | 0 | 2 | 0 | 0  | 0 | 0  | 2 | 4 | 0 | 0  | 0  | 0  | 8  |       |
| Course failure in Math                                   | 0           | 0 | 2 | 0 | 0  | 0 | 0  | 2 | 2 | 0 | 0  | 0  | 0  | 6  |       |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |    |       |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |    |       |
| Number of students with a substantial reading deficiency | 2           | 3 | 1 | 0 | 0  | 0 | 0  | 1 | 4 | 0 | 0  | 0  | 0  | 11 |       |
| Level 1 on 2021 statewide FSA ELA assessments            | 0           | 0 | 0 | 0 | 2  | 7 | 12 | 8 | 3 | 0 | 0  | 0  | 0  | 32 |       |
| Level 1 on 2021 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 12 | 9 | 13 | 6 | 5 | 0 | 0  | 0  | 0  | 45 |       |
|                                                          | 0           | 0 | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |    |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 1 | 6 | 8 | 7 | 1 | 0 | 0  | 0  | 0  | 23    |

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           | 2 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0  | 0  | 0  | 7     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

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                              | 0           | 0 | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Attendance below 90 percent                              | 1           | 1 | 1 | 1 | 1  | 1 | 1  | 2 | 1 | 0 | 0  | 0  | 0  | 10    |
| One or more suspensions                                  | 0           | 0 | 2 | 0 | 0  | 1 | 2  | 6 | 1 | 0 | 0  | 0  | 0  | 12    |
| Course failure in ELA                                    | 0           | 0 | 2 | 0 | 0  | 0 | 0  | 2 | 4 | 0 | 0  | 0  | 0  | 8     |
| Course failure in Math                                   | 0           | 0 | 2 | 0 | 0  | 0 | 0  | 2 | 2 | 0 | 0  | 0  | 0  | 6     |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Number of students with a substantial reading deficiency | 2           | 3 | 1 | 0 | 0  | 0 | 0  | 1 | 4 | 0 | 0  | 0  | 0  | 11    |
| Level 1 on 2021 statewide FSA ELA assessments            | 0           | 0 | 0 | 0 | 2  | 7 | 12 | 8 | 3 | 0 | 0  | 0  | 0  | 32    |
| Level 1 on 2021 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 12 | 9 | 13 | 6 | 5 | 0 | 0  | 0  | 0  | 45    |
|                                                          | 0           | 0 | 0 | 0 | 0  | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 1 | 6 | 8 | 7 | 1 | 0 | 0  | 0  | 0  | 23    |

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           | 2 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0  | 0  | 0  | 7     |
| 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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 53%    | 64%      | 57%   | 55%    |          |       | 58%    | 65%      | 61%   |
| ELA Learning Gains          | 51%    | 56%      | 55%   | 56%    |          |       | 47%    | 58%      | 59%   |
| ELA Lowest 25th Percentile  | 50%    | 49%      | 46%   | 52%    |          |       | 33%    | 54%      | 54%   |
| Math Achievement            | 59%    | 66%      | 55%   | 46%    |          |       | 50%    | 67%      | 62%   |
| Math Learning Gains         | 69%    | 62%      | 60%   | 46%    |          |       | 48%    | 62%      | 59%   |
| Math Lowest 25th Percentile | 58%    | 57%      | 56%   | 26%    |          |       | 41%    | 59%      | 52%   |
| Science Achievement         | 55%    | 63%      | 51%   | 39%    |          |       | 35%    | 62%      | 56%   |
| Social Studies Achievement  | 73%    | 77%      | 72%   | 81%    |          |       | 81%    | 80%      | 78%   |



**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 |
| 01                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 02                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 03                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 74%    | 64%      | 10%                        | 58%   | 16%                     |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 50%    | 61%      | -11%                       | 58%   | -8%                     |
| Cohort Comparison |      | -74%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 55%    | 60%      | -5%                        | 56%   | -1%                     |
| Cohort Comparison |      | -50%   |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 51%    | 60%      | -9%                        | 54%   | -3%                     |
| Cohort Comparison |      | -55%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 60%    | 58%      | 2%                         | 52%   | 8%                      |
| Cohort Comparison |      | -51%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 49%    | 63%      | -14%                       | 56%   | -7%                     |
| Cohort Comparison |      | -60%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 02                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 03                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 70%    | 61%      | 9%                         | 62%   | 8%                      |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 52%    | 64%      | -12%                       | 64%   | -12%                    |
| Cohort Comparison |      | -70%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |



| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
|                   | 2019 | 53%    | 60%      | -7%                        | 60%   | -7%                     |
| Cohort Comparison |      | -52%   |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 40%    | 67%      | -27%                       | 55%   | -15%                    |
| Cohort Comparison |      | -53%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 37%    | 62%      | -25%                       | 54%   | -17%                    |
| Cohort Comparison |      | -40%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 45%    | 43%      | 2%                         | 46%   | -1%                     |
| Cohort Comparison |      | -37%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 42%    | 56%      | -14%                       | 53%   | -11%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | -42%   |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 24%    | 53%      | -29%                       | 48%   | -24%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        |        |          |                       |       |                    |
| CIVICS EOC  |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        | 83%    | 74%      | 9%                    | 71%   | 12%                |
| HISTORY EOC |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |

| HISTORY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 47%    | 61%      | -14%                  | 61%   | -14%               |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 0%     | 60%      | -60%                  | 57%   | -57%               |

### Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 18       | 54     | 63          | 35        | 57      |              | 10       |         |           |                   |                     |
| ELL                                       |          | 50     |             |           | 60      |              |          |         |           |                   |                     |
| BLK                                       | 52       | 53     | 42          | 50        | 68      | 61           | 40       |         |           |                   |                     |
| HSP                                       | 43       | 52     |             | 50        | 61      |              |          |         |           |                   |                     |
| MUL                                       | 50       | 45     |             | 50        | 82      |              |          |         |           |                   |                     |
| WHT                                       | 56       | 51     | 61          | 66        | 72      | 42           | 63       | 92      | 24        |                   |                     |
| FRL                                       | 50       | 53     | 48          | 56        | 69      | 61           | 52       | 68      | 23        |                   |                     |
| 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                                       | 34       | 46     | 25          | 26        | 29      |              | 27       |         |           |                   |                     |
| BLK                                       | 50       | 51     | 64          | 41        | 44      | 36           | 29       |         |           |                   |                     |
| HSP                                       | 61       | 54     |             | 48        | 46      |              |          |         |           |                   |                     |
| MUL                                       | 54       | 60     |             | 38        | 30      |              |          |         |           |                   |                     |
| WHT                                       | 56       | 57     | 35          | 48        | 48      | 27           | 43       | 87      |           |                   |                     |
| FRL                                       | 52       | 53     | 50          | 40        | 42      | 30           | 37       | 76      | 8         |                   |                     |
| 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                                       | 27       | 26     | 25          | 30        | 41      |              | 7        |         |           |                   |                     |
| BLK                                       | 46       | 39     | 33          | 37        | 40      | 36           | 25       | 73      |           |                   |                     |
| HSP                                       | 59       | 52     |             | 24        | 33      |              | 27       |         |           |                   |                     |
| MUL                                       | 59       | 56     |             | 53        | 50      |              |          |         |           |                   |                     |
| WHT                                       | 62       | 48     | 28          | 64        | 56      | 50           | 45       | 78      | 56        |                   |                     |
| FRL                                       | 57       | 46     | 32          | 48        | 48      | 43           | 25       | 81      | 35        |                   |                     |



**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

| <b>ESSA Federal Index</b>                                                       |      |
|---------------------------------------------------------------------------------|------|
| ESSA Category (TS&I or CS&I)                                                    | TS&I |
| OVERALL Federal Index – All Students                                            | 55   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 1    |
| Progress of English Language Learners in Achieving English Language Proficiency |      |
| Total Points Earned for the Federal Index                                       | 491  |
| Total Components for the Federal Index                                          | 9    |
| Percent Tested                                                                  | 99%  |
| <b>Subgroup Data</b>                                                            |      |
| <b>Students With Disabilities</b>                                               |      |
| Federal Index - Students With Disabilities                                      | 40   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0    |
| <b>English Language Learners</b>                                                |      |
| Federal Index - English Language Learners                                       | 55   |
| English Language Learners Subgroup Below 41% in the Current Year?               | NO   |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        | 0    |
| <b>Asian Students</b>                                                           |      |
| Federal Index - Asian Students                                                  |      |
| Asian Students Subgroup Below 41% in the Current Year?                          | N/A  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                   | 0    |
| <b>Black/African American Students</b>                                          |      |
| Federal Index - Black/African American Students                                 | 52   |
| Black/African American Students Subgroup Below 41% in the Current Year?         | NO   |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%  | 0    |
| <b>Hispanic Students</b>                                                        |      |
| Federal Index - Hispanic Students                                               | 52   |
| Hispanic Students Subgroup Below 41% in the Current Year?                       | NO   |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                | 0    |



| Multiracial Students                                                               |     |
|------------------------------------------------------------------------------------|-----|
| Federal Index - Multiracial Students                                               | 57  |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | NO  |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                | 0   |
| Native American Students                                                           |     |
| Federal Index - Native American Students                                           |     |
| Native American Students Subgroup Below 41% in the Current Year?                   | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%            | 0   |
| Pacific Islander Students                                                          |     |
| Federal Index - Pacific Islander Students                                          |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?                  | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%           | 0   |
| White Students                                                                     |     |
| Federal Index - White Students                                                     | 59  |
| White Students Subgroup Below 41% in the Current Year?                             | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 0   |
| Economically Disadvantaged Students                                                |     |
| Federal Index - Economically Disadvantaged Students                                | 53  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

### Part III: Planning for Improvement

#### Data Analysis

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

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

The Students with Disabilities (SWD) subgroup continues to be an area of concern across all subject areas. Although the federal index did increase from 31% to 40% from 21-22 data. While this is good growth, it is still important to look at the areas of achievement which are still significantly below the other subgroups.

The lowest 25 percentile group in Math learning gains was significantly less than other subgroups.

Science achievement in grade 8 increased, but 5th grade decreased.

Overall, math scores increased significantly and ELA scores decreased slightly.

Social Studies achievement decreased by 8%, the lowest it has been,

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

While math showed a significant increase for 21-22, I think it is important to continue to focus on learning gains specifically in this area; with a specific on the SWD and ELL subgroups.

ELA achievement showed a slight decrease with learning gains dropping 5% from 21-22. 5th and 6th grade ELA proficiency were lower than other grade levels. The cohorts showed the largest decreases. Learning gains in 7th ELA for all students and lowest 25% for grades 7 and 8 were significantly lower than other grade levels.

Science achievement continues to be a need for improvement.

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

For math and reading, the school adopted new curriculum in 21-22 to align with the updated BEST Standards. Continue teacher professional development in the standards, curriculum and data analysis utilizing the progress monitoring tools will be necessary for improvement.

Collaboration between the ESE and classroom teachers is needed to ensure SWD continue to make growth.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The area of Math showed the most improvement on FSA testing.

Grade 8 Science showed an increase.

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

Purchasing of updated curriculum aligned with new standards.

Utilization of NWEA MAPS diagnostics to plan instruction accordingly and Edgenuity program individualized for each student based on diagnostic testing.

In 20-21 began purchasing STEMscopes materials for grades 5-8th. Added 4th grade materials for 22-23.

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

Additional reading coach and math interventionist hired to support intervention.

ESE teacher will be co-teaching Intensive Math course for grades 7 and 8.

Students will be offered after-school tutoring opportunities at no cost.

Retained 5th grade and Middle School Math teacher, this should help with consistency.



**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.**

Additional training on:

BEST standards

The Science of Reading

Amplify curriculum

Go Math/Waggle curriculum

NWEA Maps Reporting

STEMscopes

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

Admin team meetings to include Grade Level Leads, Reading Resource teacher, ESE Coordinator, Assistant Principal and Principal on a quarterly basis to discuss trends and needs. Each meeting will include a focus on staff, students, curriculum, and professional development in order to ensure that the teachers are getting the support they need.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

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

SWD subgroup is at 40%, which is below the 41% threshold. A lot of progress has been made, but this subgroup is still not above the expectation.

**Measurable Outcome:**

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

Students with disabilities will increase achievement by 5% in each subject area on FAST end of year assessments.

**Monitoring:**

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

This area of focus will be monitored through ongoing progress monitoring through:

FAST Progress Monitoring

MAP Diagnostic Growth Assessment in ELA (3 times yearly)

Edgenuity Standards Mastery

**Person responsible for monitoring outcome:**

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Overall Tier 1 ELA performance will improve through implementation of the following strategies:

The school will utilize the adopted and approved Reading Curriculum, CKLA (K-5) and Amplify ELA (6-8).

The school will utilize the NWEA Map program in order to assess students and analyze gaps and resources to create personalized programs through Edgenuity as well as focused intervention groups.

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Small group instruction by ESE teacher will focus on individualized remediation utilizing the LLI and Guided Reading curriculums.

Overall Tier 1 Math performance will improve through implementation of the following strategies:

The school will teach with fidelity the Go Math curriculum.

The school will utilize the NWEA Map program in order to assess students and analyze gaps and resources to create personalized programs through Edgenuity as well as focused intervention groups.

The school will utilize Heinemann Do the Math curriculum in small groups in order to remediate based on individualized needs.

The CKLA and Amplify ELA curriculum provides direct instruction aligned with the new BEST Standards.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed

based on diagnostic testing results and are personalized to students' needs.

The LLI and Guided Reading programs are research-based materials that support remediation.

The Go Math curriculum provides direct instruction aligned with the Florida Standards.

**resources/criteria used for selecting this strategy.**

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to students' needs.

The Do the Math Curriculum is research-based materials that support student growth.

**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 data monthly for students with disabilities with ESE Coordinator/Teachers

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Review mid year diagnostic to assess student growth and needs for additional supports.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)



**#2. Instructional Practice specifically relating to ELA**

|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Focus Description and Rationale:</b><br>Include a rationale that explains how it was identified as a critical need from the data reviewed.                          | <p>Overall, SY 21-22 ELA achievement and learning gains decreased over the past three assessment periods with grades 4 and 5 scoring under 50%.</p> <p>SY21-22 FSA ELA data shows 46% of 5th graders performing at proficiency (3+) compared to the state average of 55% and the district average 61%. Additionally, SY21-22 FSA ELA data shows 41% of 6th graders performing at proficiency (3+) compared to the state average of 52% and the district average 64%.</p>                                                                                                                |
| <b>Measurable Outcome:</b><br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.                               | <p>ELA proficiency in grades 5 and 6 will increase, as measured by FAST ELA end of year assessments to 50%.</p> <p>This area of focus will be monitored through ongoing progress monitoring through:<br/>         FAST Testing<br/>         MAP Diagnostic Growth Assessment in ELA (3 times yearly)<br/>         Edgenuity Standards Mastery</p>                                                                                                                                                                                                                                       |
| <b>Monitoring:</b><br>Describe how this Area of Focus will be monitored for the desired outcome.                                                                               | <p>Shannon Shupe (shannon.shupe@royalpalmcharter.com)</p> <p>Overall Tier 1 ELA performance will improve through implementation of the following strategies:</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Person responsible for monitoring outcome:</b>                                                                                                                              | <p>The school will continue to utilize an approved Reading Curriculum, CKLA (K-5) and Amplify ELA (6-8) (Year 2 in adoption)</p> <p>The school will utilize the NWEA Map program in order to assess students and analyze gaps and resources to create personalized programs through Edgenuity as well as focused intervention groups.</p> <p>The school will utilize LLI (3-8) and Guided Mastery curriculum (3-8) as supplemental resources to provide additional support.</p> <p>The CKLA and Amplify ELA curriculum provides direct instruction aligned with the BEST Standards.</p> |
| <b>Evidence-based Strategy:</b><br>Describe the evidence-based strategy being implemented for this Area of Focus.                                                              | <p>NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to students' needs.</p> <p>The LLI and Guided Master programs are research-based materials that support student remediation.</p>                                                                                                                                                                               |
| <b>Rationale for Evidence-based Strategy:</b><br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | <p><b>Action Steps to Implement</b><br/>         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.</p>                                                                                                                                                                                                                                                                                                                                                                          |



Organize a time for representatives from Amplify and NWEA to train new teachers and refresh returning teachers on curriculum and resources.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Review student data monthly by grade level with lead teachers and administration.

**Person Responsible** Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Review mid year diagnostic to assess student growth and needs for additional supports.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Hire a teacher for reading intervention to target grades 4-6, focusing on students in the lowest 25%. (T)

**Person Responsible** Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Organize representative to come in and complete training on LLI for reading intervention teachers.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Organize representative to come in and complete Guided Reading for all ELA teachers.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Hire a part-time paraprofessional for additional support within the classroom for grades K-2 and 3-5.

**Person Responsible** Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Educate parents through hands-on training to support at-home learning. (T)

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Arrange for consultant to come to the school to coach teachers on ELA BEST Standards.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

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

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

8th grade scores increased from 56 to 60% and 5th increased from 22 to 39%, while that does show growth it is not meeting the expectation.

SY21-22 Science data shows 39% of 5th grade students performed at proficiency (3+) compared to the state average of 48% and the district average of 55%.

**Measurable Outcome:**

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

The 5th grade will increase Science Scores by 10% on state testing.

**Monitoring:**

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

The school will complete a beginning of the year and mid year STEMscopes assessment. The school will compare the school-based assessments with state assessment.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:**

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

The school will implement the use of STEMscopes (with fidelity) in grades 4-8 in order to focus on state standards and vocabulary acquisition,

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Evidence shows that schools that utilize the STEMscopes program have an increase on state testing scores and students are engaged in learning and are able to demonstrate knowledge.

**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.

Purchase STEMscopes materials for grades 4-8.

**Person Responsible**

Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Organize professional development for teachers implementing STEMscopes.

**Person Responsible**

Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Meet to discuss beginning of the year and mid year assessment results to identify areas in need of support.

**Person Responsible**

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Check in quarterly at grade level meetings to confirm Science benchmarks are being taught consistently with fidelity.

**Person Responsible**

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Purchase Discovery Education subscription as a resource.

**Person Responsible**

Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Educate parents through hands-on training to support learning at home.

**Person Responsible**

Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)



**#4. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

SY21-22 FSA Math data shows 43% of students in grade 5 performing at proficiency (3+) compared to the state average 52% and district average 56%. SY21-22 FSA Math data shows 44% of students in grade 6 performing at proficiency (3+) compared to the state average 66% and district average 49%.

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

Math proficiency will increase in grades 5 and 6, as measured by end of year FAST Math to 50%.

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

This area of focus will be monitored through ongoing progress monitoring through:  
FAST Progress Monitoring  
MAP Diagnostic Growth Assessment in Math(3 times yearly)  
Edgenuity Standards Mastery

**Person responsible for monitoring outcome:**

[no one identified]

Overall Tier 1 Math performance will improve through implementation of the following strategies:

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

The school will teach with fidelity the Go Math curriculum.

The school will utilize the NWEA Map program in order to assess students and analyze gaps and resources to create personalized programs through Edgenuity as well as focused intervention groups.

The school will utilize Heinemann Do the Math curriculum in small groups in order to remediate based on individualized needs.

The Go Math curriculum provides direct instruction aligned with the Florida Standards.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to students' needs.

The Do the Math Curriculum is research-based materials that support student growth.

**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.

Purchase consumable Go Math materials. (K-8)

**Person Responsible** Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Organize time for NWEA to train teachers on NWEA Map program - focus on analyzing diagnostic reports

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)



Organize time for Edgenuity training.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Facilitate beginning of the year meetings with grade levels to discuss student FSA scores.

**Person Responsible** Shannon Shupe (shannon.shupe@royalpalmcharter.com)

Facilitate meetings with grade levels to discuss beginning/mid/end of year diagnostic results.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Facilitate meetings with teachers monthly to discuss students' RTI needs/progress.

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Review data monthly for students with disabilities with ESE Coordinator/Teachers

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

Educate parents through hands-on training to support at-home learning. (T)

**Person Responsible** Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the Spring 2022 MAP data, although growth was evident in all grade levels, focus is needed specifically in kindergarten and 1st grade, specifically in the area of foundational reading skills for kindergarten and overall reading in 1st grade.

Kindergarten - overall, 46% achievement

1st grade reading 47.4% achievement

Students who score below the 50th percentile in literacy areas are at greater risk if intervention is not



identified. With continued typical instruction, children identified as at risk of reading difficulties have minimal odds of overcoming these risk.

### **Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

5th grade 46% proficiency on FSA ELA

6th grade 41% proficiency on FSA ELA

Students who score below the 50th percentile in literacy areas are at greater risk if intervention is not identified. With continued typical instruction, children identified as at risk of reading difficulties have minimal odds of overcoming these risk.

#### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

#### **Grades K-2: Measureable Outcome(s)**

ELA proficiency in kindergarten and 1st grade will increase, as measured by FAST ELA end of year assessments to 50%.

#### **Grades 3-5: Measureable Outcome(s)**

ELA proficiency in 5th and 6th grade will increase, as measured by FAST ELA end of year assessments to 50%.

#### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area of focus will be monitored through ongoing progress monitoring through:

FAST Testing

MAP Diagnostic Growth Assessment in ELA (3 times yearly)

Edgenuity Standards Mastery

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Rodriguez, Amy, amy.rodriguez@royalpalmcharter.com



**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Overall Tier 1 ELA performance will improve through implementation of the following strategies:

The school will continue to utilize an approved Reading Curriculum, CKLA (K-5) and Amplify ELA (6-8) (Year 2 in adoption)

The school will utilize the NWEA Map program in order to assess students and analyze gaps and resources to create personalized programs through Edgenuity as well as focused intervention groups.

The school will utilize LLI (3-8) and Guided Mastery curriculum (3-8) as supplemental resources to provide additional support.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The CKLA and Amplify ELA curriculum provides direct instruction aligned with the BEST Standards.

NWEA Map combined with Edgenuity can pinpoint students' gaps and provides resources for classroom and resource teachers to utilize when working with students in small groups. Student paths' are programmed based on diagnostic testing results and are personalized to students' needs.

The LLI and Guided Master programs are research-based materials that support student remediation.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning



| Action Step                                                     | Person Responsible for Monitoring                     |
|-----------------------------------------------------------------|-------------------------------------------------------|
| Schedule ongoing ELA PD/coaching for classroom teachers         |                                                       |
| Professional development for CKLA/Amplify curriculum            |                                                       |
| Professional development in Edgenuity reporting                 | Rodriguez, Amy,<br>amy.rodriquez@royalpalmcharter.com |
| Monthly data chats with teachers to monitor student performance |                                                       |

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### Describe how the school addresses building a positive school culture and environment.

The school has adopted the Franklin Covey Leader in Me Program - this program is specifically designed to enhance student self awareness by focusing on student strengths and giving the opportunity for all students to carry a leadership role within the school. In addition, the school participates in DEAL (Drop Everything And Lead) during the first 30 minutes of the day. At this time the class participates in leadership activities, character development, morning meetings, and team building activities.

Parents have been informed of the 7 Habits and family assignments are sent out on a monthly basis to encourage communication between teachers, parents, and students. Parents have been invited to participate in a book study for the 7 Habits of Highly Effective Parents.

The school's guidance counselor prepares and delivers socio-emotional focused lessons once per month in each classroom. In addition, she hosts small group social skills groups for students in need. She is also available for 1:1 counseling and mediation between students. In addition, the guidance counselor will make referrals to an outside mental health agency when needed.

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



The administration models the 7 Habits and has created time in each class schedule for students to get direct instruction in the 7 Habits, Leader in Me and focus on character development. They make training on the 7 Habits and yearly refresher training a priority.

The teachers create daily lessons that support learning the 7 Habits, community building and character education. The teachers model this behavior and provide an environment that focuses on a positive community. Staff participate in action teams that support school-wide goals of implementation of the Leader in Me program.

Students create personal and academic goals. Students have the opportunity to participate in classroom leadership roles as well as the school Lighthouse Committee.

Parents are provided opportunities to support what is being taught in the classroom.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <h1>2022-2023 Brevard County Public Title I Schools</h1> <h2>Royal Palm Charter</h2> <h3>School-Family Compact for Learning</h3> <p>District and School-based Title I Family Engagement Programs in Brevard County will strive to <b>BUILD RELATIONSHIPS</b> in order to create real family engagement for every child, every family, every teacher, every day.</p>                                                                                                                                                                                                                                                                                                                                                                         |
| <p>This document was jointly developed by the families, students and staff of Royal Palm Charter School. This agreement explains how families and teachers will work together to make sure all students reach grade-level standards. Meetings are held each year to review this Compact and make changes based on student needs.</p>                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>School academic goal(s) and/or focus area(s)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Reading</b> - ELA proficiency in grades 5 and 6 will increase to 50%, as measured by FAST ELA end of year assessments; Students with disabilities will increase achievement by 5% in each subject area as measured by the FAST end of the year assessment; <b>Math</b> - Math proficiency will increase to 50% in grades 5 and 6, as measured by end of year FAST Math assessment. <b>Science</b> - 5<sup>th</sup> grade science scores will increase by 10% as measured by end of year state testing</p>                                                                                                                                                                                                                             |
| <p><b>Working together for success:</b><br/>In the classroom</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Royal Palm will provide high-quality curriculum and instruction in a supportive and effective learning environment for all students. We will communicate with parents, at least one time per semester, through parent-teacher conferences. We will also send frequent reports to parents to inform them of their child's progress. We will also ensure regular two-way communication between family members and school staff in the form of monthly newsletters and emails. Parents will communicate all concerns with their child's teacher to ensure collaboration for the betterment of their student. At Royal Palm we treat each child with dignity and respect while striving to address the individual needs of every student</p> |
| <p><b>Working together for success:</b><br/>At home</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Parents at Royal Palm understand that participation in their student's education will help their achievement and attitude. Therefore, parents will support their child's learning through participating, as appropriate, in decisions relating to the education of their child. Parents will participate in parent engagement events, as appropriate for each family. Parents will also create a home atmosphere that supports learning and leadership as well as ensure that students attend school on time and are ready to learn each day.</p>                                                                                                                                                                                        |
| <p><b>Working together for success:</b><br/>Student responsibility</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Royal Palm students realize education is important and they are the ones responsible for their own success. Therefore, students will develop a positive attitude towards school. Students will be responsible for completing their classwork and ELO's on time as well as be cooperative by carrying out the teacher's instruction as well as ask for help/guidance when needed. Students at Royal Palm will complete daily work that reflects their best effort. Ultimately, students will be leaders at Royal Palm.</p>                                                                                                                                                                                                                |
| <p><b>Communication:</b><br/>Staying informed</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Communication between families and the school is crucial for improved student academic achievement. Royal Palm will communicate with parents through the use of monthly school newsletters, individual classroom monthly newsletters, weekly teacher informational emails, RenWeb, as well as our school website. Parents are always welcomed to call the school and speak to their child's teacher regarding the progress of their child. We welcome and encourage involved parents.</p>                                                                                                                                                                                                                                                |
| <p><b>Building Partnerships</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>It is imperative that families and Royal Palm develop a partnership with our school in order to help students succeed. In order to help families, Royal Palm facilitates reading, math, and science nights for all families to participate in each year. Families are also welcomed to partner with the school and their child's teacher to determine volunteer opportunities during the school year. At Royal Palm we are strive to provide family engagement events, virtually and in-person, and community involvement opportunities, where families can participate together for the betterment of their student and the community as a whole.</p>                                                                                   |
| <p>Visit <a href="https://www.brevardschools.org/">https://www.brevardschools.org/</a> for important information<br/> <b>PARENT PORTAL:</b> <a href="https://tinyurl.com/BrevardFE">https://tinyurl.com/BrevardFE</a><br/> <b>B.E.S.T. STANDARDS:</b> <a href="https://www.cpalms.org/Homepage/BEST_Standards.aspx">https://www.cpalms.org/Homepage/BEST_Standards.aspx</a><br/> <b>Online Free/Reduced lunch application:</b> our school qualified for free/reduced lunch for all students who attend.<br/>           Other useful websites: <a href="http://app.edgenuity.com">app.edgenuity.com</a> (reading and math online practice for Kinder – 8<sup>th</sup> grade);</p> | <p><a href="http://www.royalpalmcharter.com/">http://www.royalpalmcharter.com/</a></p> <p>Please visit our school's website for additional information, including curriculum and instruction; test dates; staff contact information; Title I resources; and other important dates. If you do not have access to our website please visit the front office for printed information or call the front office at 321-723-0650</p> <p><b>Signatures:</b><br/>           Parent _____<br/>           Student _____<br/>           Teacher _____</p> <p>This compact was discussed on _____.</p>                                                                                                                                                  |





**Brevard Public Schools**  
**Office of Title I**  
**2022-2023 Parent and Family Engagement Plan (PFEP)**

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

*All families and community members were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I parent and family engagement notebook located in our front office. If you would like a printed copy of this document, or require translation, please contact our Title I Contact Amy Rodriguez at 321-723-0650 or via email at [amy.rodriguez@royalpalmcharter.com](mailto:amy.rodriguez@royalpalmcharter.com)*

*Se invitó y alentó a todas las familias y miembros de la comunidad a proporcionar aportes y sugerencias sobre el desarrollo / revisión de este plan. Este plan está disponible en el sitio web de nuestra escuela y en el cuaderno de participación de padres y familias del Título I ubicado en nuestra oficina principal. Si desea una copia impresa de este documento o necesita una traducción, comuníquese con nuestro contacto de Título I Amy Rodriguez al 321-723-0650 o por email [amy.rodriguez@royalpalmcharter.com](mailto:amy.rodriguez@royalpalmcharter.com)*

**School's vision for engaging families**

**Assurances**

**We will:**

- ☐ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- ☐ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- ☐ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- ☐ Involve parents in the planning, review, and improvement of the Title I program.
- ☐ Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- ☐ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- ☐ Provide materials and training to help parents support their child's learning at home.
- ☐ Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☐ Coordinate with other federal and state programs, including preschool programs.
- ☐ Provide information in a format and language parents can understand, and offer information in other languages as feasible.
- ☐ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Brevard Public Schools  
Office of Title I  
2022-2023 Parent and Family Engagement Plan (PFEP)



Principal: Sharon Gruber Date: 10/5/22

**EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:**

1. Involve families and community members in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of families.

| Title I Documents                                                         | Date of meeting to gather family/community input.                                                                          | List outreach strategies used to invite families and community to provide input.                                                                                                                                                                                                                                                                                                                                             | Describe the method in which family and community members were involved.                                                                                                                                                                                                                                                                                  | What evidence do you have to document family/community participation? |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Schoolwide Improvement Plan (SWP)<br>Comprehensive Needs Assessment (CNA) | 5/1/22 – CNA Meeting<br>5/20/22 – CNA Meeting<br>6/6/22 – Board Meeting<br>8/18/22 – CNA Meeting<br>9/19/2022 -Coffee Chat | Sent survey via email to parents, community members and board members to gather input regarding Schoolwide Improvement Plan and Needs Assessment. Teachers, parents, and community members had the opportunity to provide input during our comprehensive needs discussion meeting held at the end of the school year. Board members had the opportunity, during a board meeting, to discuss school needs and areas of focus. | Face-to-face meetings occurred to discuss current progress and school status. Parents, teachers, faculty, community members, and board members were also sent a survey to gather input for our Comprehensive Needs Assessment as well as our Schoolwide Improvement Plan after the areas of focus were identified from the Comprehensive Need Assessment. | survey responses, attendance sheet, meeting minutes                   |
| Parent and Family Engagement Plan (PFEP)                                  | 5/1/22 - Survey<br>8/08/22 – Survey<br>9/19/22 – Meeting                                                                   | Sent survey via email to parents; hardcopies were also available in the front office for parents who did not have access to technology. Face-to-face meeting was held to discuss survey and additional input from parents, teachers, and community members.                                                                                                                                                                  | Parents, teachers, and community members were surveyed to gather input related to parent and family engagement plans and how to make the best use of these funds. Surveys were completed in the spring of 2022 to gather input from current families and again in September 2022 to gather information from new families to our school.                   | survey responses, attendance sheet, meeting minutes                   |
| School-Home Compact                                                       | 8/8/22 – Survey<br>10/13/22 – Meeting                                                                                      | Survey was sent to families to gather information regarding update and changes to the School-Home Compact). A face-to-face meeting was also held so families could                                                                                                                                                                                                                                                           | Parents and community members were surveyed to gather input as to where they felt the areas of needs were and what strategies or tools they needed in order to help their children become successful learners at school. A face-to-face meeting                                                                                                           | survey responses, attendance sheet, meeting minutes                   |





**Brevard Public Schools**

**Office of Title I**

**2022-2023 Parent and Family Engagement Plan (PFEP)**

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                          |                                                     |
|----------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
|                                  |                                             | participate in giving input for new School-Home Compact. Notification of the School-Home Compact will go home via email and backpacks in October 2022. In addition, an announcement will be made in the October 2022 school newsletter that the compact is available for review.                                                                             | was also held with parents in order to give them another opportunity to provide input for the Compact.                                                                                                                                                   |                                                     |
| Title I Budget & Framework       | 5/20/22 – invite shared<br>6/6/22 – meeting | Face-to-face meeting invitation was shared via email and school newsletter with families for them to attend meeting where Title I budget and framework evaluations were shared. In addition, board meeting dates and times are posted on our school website where families and community members can access the dates and times these meetings will be held. | Parents and community members are always invited to attend our board meetings. Parents and community members are provided time during the meeting to ask questions and provide input.                                                                    | survey responses, attendance sheet, meeting minutes |
| Parent & Family Engagement Funds | 5/20/22 Survey<br>6/6/22 – Meeting          | A survey was sent via email to parents; hardcopies were also available in the front office for parents who did not have access to technology.<br>Face-to-face meeting was held to discuss survey and obtain additional input from parents, teachers, and community members                                                                                   | In order to ensure they could provide input, parents were sent a survey to gather opinions about parent and family engagement events and funds. A face-to-face meeting was also held to further discuss parent and family engagement events and funding. | survey responses, attendance sheet, meeting minutes |

*\*All Title I schools are required to hold at least one face-to-face conference in which the compact is discussed with families.*

**2. Hold an annual meeting for families to explain the Title I program and the rights of parents and families to be involved.**

|                                           |                                                                                                                                                                                                                                                     |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tentative date & time(s) of meeting       | October 13, 2022 @ 6 PM                                                                                                                                                                                                                             |
| How are families notified of the meeting? | A flyer was sent home via email on September 14 <sup>th</sup> as well as “backpacked” with students on September 14 <sup>th</sup> . One week before the meeting (October 6, 2022) a reminder email and flyer will also be sent home and backpacked. |





**Brevard Public Schools  
Office of Title I  
2022-2023 Parent and Family Engagement Plan (PFEPP)**

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>What information is provided at the meeting?</b>                                                 | The Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum. |
| <b>How are parents and families informed of their rights?</b>                                       | Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.                                                                                                                                                                                                           |
| <b>What barriers will you address to encourage parents/families to attend?</b>                      | The most common barriers for families identified include the following: parent work schedules and lack of child care for families. Royal Palm will take steps to overcome these barriers and design student-friendly meetings when possible. We will also offer this meeting in the evening time which is when most parents indicated that they could attend. In addition, we are offering childcare during the meeting.                                                                                                                                                                                                        |
| <b>How will you get feedback from parents and families about the meeting?</b>                       | Royal Palm will obtain parent and family feedback through surveys and exit slips conducted at the end of the meeting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>How do parents and families who are not able to attend receive information from the meeting?</b> | Parents and families who are not able to attend the meeting will receive information from the meeting via our "Title I summary email" which will have the Annual Meeting PowerPoint as well as the "exit survey" attached to the email. Parents and family members who were not able to attend the meeting can review the email and PowerPoint and ask the Title I contact any questions they may have.                                                                                                                                                                                                                         |

**Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.**

|                                           |                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title II- Professional Development</b> | Royal Palm's Title I staff, the district Title I Parent and Family Engagement Resource Teacher, and the Office of Educational Leadership and Professional Development staff work collaboratively to provide school staff with professional development opportunities related to effectively working with families and students.                        |
| <b>Title III-ESOL</b>                     | The district ESOL staff to address the needs of English Language Learners and their families. Training opportunities are offered to administrators, staff, and families of ELL students, without duplication of services. We also have the ability to have county ESOL personnel personnel translate documents and translate at meetings, if feasible. |

**Brevard Public Schools**  
**Office of Title I**  
**2022-2023 Parent and Family Engagement Plan (PFEP)**



|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title IV-Well-Rounded Education/School Safety/Educational Technology | Royal Palm opted not to individualize Title IV plans and will be following the district Title IV initiatives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Title IX-Homeless                                                    | Any Royal Palm students identified as homeless are eligible for services paid for by district Title I funds. This includes services to pay for tutoring, if the student demonstrates academic deficiencies. In addition, there are funds available to pay for uniforms, school supplies, and field trips. The Title I contact has established a relationship with the district "in-transition" liaison so that if any services are needed, it is an easy process and services can be provided quickly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| FDLRS/ESE services                                                   | FDLRS provides diagnostic and instructional support services to staff members and to families of students with exceptionalities. FDLRS and the district Title I office work collaboratively to implement and evaluate various parent and family engagement initiatives and training opportunities, such as Parenting in Today's World Conference which we encourage parents to attend each year. Our school's Exceptional Education Resource Teachers also attend trainings and professional development as student needs arise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Preschool Programs (Head Start/VPK)                                  | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| SAC                                                                  | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| PTO/PTA                                                              | To encourage parents to participate in our PTO, we set up a table at our Meet the Teacher Day and during our Annual Title 1 meeting. Title I resources are also discussed and sent to parents. Our PTO provides input into the development, implementation, and evaluation of the school Title 1 Plan, School Improvement Plan, as well as Comprehensive Needs Assessment. Members of the PTO will serve as liaisons between the administration and other parents. In addition, our PTO will use information and feedback to evaluate the Parent and Family Engagement Plan. Feedback includes school survey results as well as needs/recommendations gathered at family involvement activities. Strategies to increase family and community engagement in the decision making process include reaching out in a variety of ways, such as surveys and in-person/virtual meetings, to gather parent and family input. We strive to gather feedback during all parent engagement events and activities. Our staff and PTO members promote the completion of all BPS surveys as well as school surveys through the use of email, the school's social media page, and monthly schoolwide newsletters. |
| Community Agencies/Business Partners                                 | This year we will continue to have a Business and Volunteer Coordinator who will build relationships with community members and encourage feedback and input. With the continuous promotion of our PTO meetings, and requests for feedback and input, we consistently provide families and community members with multiple opportunities to be involved in the decision making process within our school. This year our goal is to partner with a local dance studio to offer classes for students after school and involve parents in other activities to develop a "well-rounded" child.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |





**Brevard Public Schools**

**Office of Title I**

**2022-2023 Parent and Family Engagement Plan (PFEP)**

**3. Utilize strategies to ensure meaningful communication and accessibility.**

|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.                                                              | <p>At Royal Palm we send home a monthly schoolwide newsletter to ensure meaningful, open, and ongoing communication between home, school, and the community. Through this newsletter, parents receive information about assisting their children in academic achievement and family involvement activities in which they may participate. Royal Palm also hosts an annual Meet the Teacher Day and Parent Conference week, each semester, to keep parents informed about curriculum and strategies to assist them in promoting academic success. Lastly, Royal Palm will also offer various grade level Curriculum Nights. During these nights parents will learn about math, reading, and science strategies, educational technology resources, and MTSS information. Parents, families, and community members will receive advanced notice regarding these meetings in various ways including email reminders, backpacked flyers, as well as announcements on our school marquis.</p>                                                    |
| Describe how you notify each family in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field. | <p>Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.                                                    | <p>Parents and families are provided information regarding the curriculum, achievement levels, and progress monitoring and assessments in various ways. During our Meet the Teacher Day parents are introduced to the curriculum and are encouraged to ask questions about the curriculum for each grade level. During our Annual Title I meeting, it is discussed with families what achievement levels students need to attain for grade promotion. District and school required assessments are also discussed during this meeting. This information is also shared with parents via the school's website. For students in Tier 2 and Tier 3 in the MTSS process, parents are invited to monthly meetings to discuss their student's progress and assist in making educational decisions for their children. In addition, parents are welcomed and encouraged to schedule and attend parent/teacher conferences to discuss curriculum needs, individual achievement levels, as well as progress monitoring data for their students.</p> |
| Describe how your school provides information to families in their native language. What languages do you provide?                                                                  | <p>Royal Palm strives to provide information to families in their native language. We offer translation services into Spanish. However, if we have families who speak other languages, other than Spanish, we obtain direction and assistance from the district ESOL staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?                                                      | <p>We consider the needs of our families with disabilities when planning meetings, workshops and events. Parents in need of special services are accommodated as such. We encourage parents to communicate with the school regarding their needs so we can plan how we will accommodate them and help encourage them to attend meetings, workshops and/or events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |





**Brevard Public Schools**  
**Office of Title I**  
**2022-2023 Parent and Family Engagement Plan (PFEP)**

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|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Describe the opportunities families have to participate in their child's education.                    | Families have various opportunities, throughout the school year, to participate in their child's education. Parents are invited to various Curriculum Nights including reading, math, science, and socio-emotional trainings as well as Parent/Teacher conferences each semester. Based on survey results we also add parent events as needs arise. In addition, parents are encouraged to volunteer their time at school as this is a great way to get to know the school and what is expected of students and families. |
| Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members. | Royal Palm shares Title 1 documents with community members in variety of ways. The main ways parents and community members are notified of documents is through an announcement in our monthly newsletter as well postings on our school's website. Parents and community members are also sent information via emails. Hard copies are always available for them in the front office.                                                                                                                                    |

4. Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc) on ways in which to work with and engage families effectively as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year.

| <u>Topic/Title</u>                                     | <u>How does this help staff build school/family relationships?</u>                                   | <u>Format for Implementation: workshop, book study, presenter, etc.</u> | <u>Who is the audience?</u> | <u>Tentative Date/Time</u>                               |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------|
| Best Practices in Parent Communication and Interaction | Teachers will understand best practices in how to communicate and interact effectively with parents. | Training Workshop                                                       | Faculty and Staff           | Fall 2022 "Welcome Back" meeting<br>7/6/2022 @ 9:00 a.m. |



**Brevard Public Schools**  
**Office of Title I**  
**2022-2023 Parent and Family Engagement Plan (PFEP)**

| Best Practices In Parent Engagement | Teachers will understand best practices in how to communicate and interact effectively with parents. | Article/Video | Faculty and Staff | Monthly email sent with article or video to read/watch and discuss at next staff meeting |
|-------------------------------------|------------------------------------------------------------------------------------------------------|---------------|-------------------|------------------------------------------------------------------------------------------|
|-------------------------------------|------------------------------------------------------------------------------------------------------|---------------|-------------------|------------------------------------------------------------------------------------------|

5. Provide assistance, training, workshops, events, and/or meetings for families to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays).
  - Provide information to families in a timely manner and in an easy to read format.
  - The pre-populated topics are required for ALL schools; schools may add additional topics, as needed, based on family feedback collected.

| Building Capacity of Families to Support Learning at Home |                       |                                           |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                            |                      |                              |
|-----------------------------------------------------------|-----------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------|
| Topic                                                     | Title                 | Tentative Date/Time<br>Are they flexible? | Adult learning goal: What skill that reinforces student learning at home will families gain during this training?                                                                                                                                                                                                                | List the Schoolwide improvement plan (SWP) goal this event <u>directly</u> supports                                                                                        | Translation provided | Take home materials provided |
| Curriculum Areas                                          | "Hallow-Read"         | 10/28/2022 @ 5 PM (date not flexible)     | Hallow-Read: Parents will learn reading strategies and how to help engage their children in reading, increase their reading comprehension skills, and get their children to enjoy reading. In addition, families will learn how to use our online reading practice websites to help their children develop their reading skills. | <u>ELA</u> : ELA proficiency, in grades 5 and 6 will increase to 50%<br><br><u>SWD</u> : Students with disabilities will increase achievement by 5% In each subject area   | Yes                  | <i>Hallow-Read</i> : yes     |
|                                                           | Behavior Basics       | 11/17/2022 @ 6 PM (date is flexible)      | Behavior Basics: Families will understand the basics about behaviors and how these can influence learning at home and in the classroom.                                                                                                                                                                                          | <u>Math</u> : Math proficiency, in grades 5 and 6, will increase to 50%<br><br><u>Science</u> : 5 <sup>th</sup> grade will increase science scores by 10% on state testing | Yes                  | <i>Behavior Basics</i> : yes |
|                                                           | Family Fun Math Night | 4/20/2023 @ 6 PM (date is flexible)       | Math Night: Families will learn how to incorporate games into their family life which will in turn help their children with mathematical reasoning skills. Families will participate in playing math games in their student's classrooms.                                                                                        |                                                                                                                                                                            | Yes                  | <i>Math</i> : yes            |



**Brevard Public Schools**  
**Office of Title I**  
**2022-2023 Parent and Family Engagement Plan (PFEF)**

|                                        |                                             |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |     |                     |
|----------------------------------------|---------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------|
|                                        | Family STEM Night by Orlando Science Center | 2/16/2023 @ 6 PM (date is flexible)      | <p><b>STEM Night:</b> Families will participate in STEM activities which will help them learn about the scientific method and key science concepts studies by their children throughout the year.</p> <p>Parents in grades 3 – 8, will be able to understand how to read and interpret their child's Spring FSA Scores as well as the FAST PM 1 Score Reports. In addition, all families in Kindergarten – 8<sup>th</sup> grade, will be able to read and interpret their child's NWEA/MAAP score report as well as understand the minimum requirements for grade level promotion. Specific strategies for improvement will also be shared with families.</p> | <p><u>ELA:</u> ELA proficiency, in grades 5 and 6 will increase to 50%</p> <p><u>SWD:</u> Students with disabilities will increase achievement by 5% in each subject area</p> <p><u>Math:</u> Math proficiency, in grades 5 and 6, will increase to 50%</p> <p><u>Science:</u> 5<sup>th</sup> grade will increase science scores by 10% on state testing</p> | Yes | STEM: yes           |
| State Assessments & Achievement Levels | Assessments, What do the Scores Mean?       | 10/13/2022 @ 6 PM (date is not flexible) | <p>Parents in grades 3 – 8, will be able to understand how to read and interpret their child's Spring FSA Scores as well as the FAST PM 1 Score Reports. In addition, all families in Kindergarten – 8<sup>th</sup> grade, will be able to read and interpret their child's NWEA/MAAP score report as well as understand the minimum requirements for grade level promotion. Specific strategies for improvement will also be shared with families.</p>                                                                                                                                                                                                       | <p><u>ELA:</u> ELA proficiency, in grades 5 and 6 will increase to 50%</p> <p><u>SWD:</u> Students with disabilities will increase achievement by 5% in each subject area</p> <p><u>Math:</u> Math proficiency, in grades 5 and 6, will increase to 50%</p> <p><u>Science:</u> 5<sup>th</sup> grade will increase science scores by 10% on state testing</p> | Yes | Yes – score reports |
| Technology, FOCUS/LaunchPad            | Open-House-Welcome Back                     | 7/11/2022 @ 9 AM (date is not flexible)  | <p>Families will learn how to navigate our online system, Renweb, to access lesson plans, grades, attendance, lunch menus, and payment information. In addition, parents will learn about the online resources (Edgenuity) available for students to practice reading and math skills at home.</p>                                                                                                                                                                                                                                                                                                                                                            | <p><u>ELA:</u> ELA proficiency, in grades 5 and 6 will increase to 50%</p> <p><u>SWD:</u> Students with disabilities will increase achievement by 5% in each subject area</p> <p><u>Math:</u> Math proficiency, in grades 5 and 6, will increase to 50%</p> <p><u>Science:</u> 5<sup>th</sup> grade will increase science scores by 10% on state testing</p> | Yes | Yes – Renweb flyers |
| Transition (Kdg, MS, HS)               | Success & Transition Night                  | 4/20/2023 @ 6 PM (this date is flexible) | <p><b>Success &amp; Transition Night:</b> Parents will learn how to effectively help their children transition into the next grade levels. We will specifically focus on transition to Kindergarten and Middle School. This event will also be open to the general public in order for them to learn about effectively transitioning to Royal Palm.</p>                                                                                                                                                                                                                                                                                                       | <p><u>ELA:</u> ELA proficiency, in grades 5 and 6 will increase to 50%</p> <p><u>SWD:</u> Students with disabilities will increase achievement by 5% in each subject area</p> <p><u>Math:</u> Math proficiency, in grades 5 and 6, will increase to 50%</p>                                                                                                  | Yes | Yes                 |



**Brevard Public Schools**  
Office of Title I  
**2022-2023 Parent and Family Engagement Plan (PFEP)**

|                                                                           |                                       |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                              |     |     |
|---------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
|                                                                           |                                       | 2/23/2023 @ 10 AM (this date is flexible)                                                                                                                                                                                                       | <p><u>High School:</u> Students will take a field trip to one of the local high schools to learn about the programs being offered. Parents and students will learn what to expect as they transition into high school. Parents and students will also learn about requirements needed for smooth transition into high school including the choice programs available in the various high schools.</p>                                                                                                                                              | <p><u>Science:</u> 5<sup>th</sup> grade will increase science scores by 10% on state testing</p>                                                                                                                                                                                                                                                             | No  | Yes |
| <p style="text-align: center;"><b>Parent/<br/>Teacher Conferences</b></p> | <p>Parent/Teacher Conference Week</p> | <p>10/17/2022 – 10/21/2022 @ 3:30 – with 10/18/22 from 6 – 8 PM &amp; 2/13/2023 – 2/17/2023 @ 3:30 – with 2/15/23 from 6 – 8 PM (these dates are not flexible, but parents can meet with teachers at any time during the year as requested)</p> | <p>Parents will learn specific strategies to help their children with academic achievement in the areas of reading, math, and science. If attendance is a concern, a plan will be made to address the concerns and remedy the attendance issues. Families will be able to learn about their student's specific academic and personal goals and identify ways to continue encouraging their student to meet their goals.</p>                                                                                                                        | <p><u>ELA:</u> ELA proficiency, in grades 5 and 6 will increase to 50%</p> <p><u>SWD:</u> Students with disabilities will increase achievement by 5% in each subject area</p> <p><u>Math:</u> Math proficiency, in grades 5 and 6, will increase to 50%</p> <p><u>Science:</u> 5<sup>th</sup> grade will increase science scores by 10% on state testing</p> | Yes | No  |
| <p style="text-align: center;"><b>*College &amp; Career</b></p>           | <p>Success &amp; Transition Night</p> | <p>4/20/2023 @ 6 PM (this date is flexible)</p>                                                                                                                                                                                                 | <p>During our Transition Night, parents of our 8<sup>th</sup> grade families will be given information about college and career readiness and minimum requirements for High School graduation as part of their presentation. Families will also be given the information about meeting the standards for college and career readiness needed for high school graduation. We will also share scholarship opportunities for students and encourage them to speak to their high school guidance counselors once they are enrolled in high school.</p> | <p><u>ELA:</u> ELA proficiency, in grades 5 and 6 will increase to 50%</p> <p><u>SWD:</u> Students with disabilities will increase achievement by 5% in each subject area</p> <p><u>Math:</u> Math proficiency, in grades 5 and 6, will increase to 50%</p>                                                                                                  | Yes | Yes |



\* Required for secondary schools

|                                                                                        |                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How will workshops/events for families be evaluated to determine return on Investment? | Workshop and events for families will be evaluated to determine return on investment through the use of exit slips and surveys. The exit slips and surveys will help us determine effectiveness of the event and help plan for future events based on continued parent needs.                                                  |
| How will the needs of families be assessed to plan future events?                      | The needs of families will be assessed through the use of surveys. At the beginning of the year we survey the parents to determine what their overall needs are so we can adequately plan to meet their diverse needs. As we plan and promote workshops and events, we will adjust future events based on feedback we receive. |



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**9/8/22 @ 4:45PM**  
**Board of Directors Meeting Agenda**

Directors:

Lori Grodecky, President  
Erik Brown, Vice President  
Alisha D'Alessandro Rozynski, Secretary  
Kyley Haynes, Treasurer  
Rachel Costa, Member

- I. Call to Order** *Haynes motioned to begin the meeting, Rozynski 2<sup>nd</sup>, Brown motioned to adopt the agenda, Haynes 2<sup>nd</sup>*
- II. Roll Call** *Via Zoom Brown, Rozynski, Haynes, and Costa, Becka, Sviben on campus*
- III. Reports and Presentations:**
  1. Budget Update – Becka
    - i. 2021-22 Final Budget *Becka reviewed final budget numbers, the biggest change from the preliminary budget was due to ESSER funding and Surtax dollars we were unsure of the exact amounts at the start of the year.*
  2. Admin Update – Sviben
    - i. Enrollment *Mrs. Sviben reviewed enrollment chart, even with only one sixth grade class we should FTE very close to the same number, 335, that we have been hitting over the past few years since the other grades are mostly full. 4<sup>th</sup> grade enrollment remains low.*
    - ii. Litigation *Mrs. Sviben shared that there is currently a court hearing set for October 13<sup>th</sup> regarding some cross motions to compel/sanctions dealing with discovery. There have been motions filed on both sides. Leombruno believes that the case would be on track to go to trial in summer 2023 with some deadlines regarding discovery and mediation in between. Recommended discussing with the board regarding settlement options. Board discussed the issue of concern is around the 90 days unpaid during the notice to cure period. Glatz took the first month on his own, so at most we would owe the remaining two months, around \$50,000. Leombruno will explore options and board will discuss at next meeting.*
  3. Discuss Health Insurance Options *Mrs. Sviben shared the recommended insurance options from Accentria for the October 1 renewal. Reviewed attached documents. The staff will be able to choose benefits and it will work directly with APS HR system adopted. The biggest difference between United and Florida Blue is that FL Blue does not have the option to utilize Healthfirst hospitals – PB Hospital or Holmes Regional. Our Healthfirst HMO was a richer policy because of the local HMO, United's Neighborhood Network is as close to current plan. Sviben recommendation was to keep Guardian policies for dental, vision and life insurance because minimal increase and enough change with the health insurance. Board agreed to offer multiple plans to provide employee's choice, but will pay for the decided base plan. With paying employee cost of health, vision, dental, life and addition of virtual health care program – Healthiest You, the school will be saving funds*
    - i. United
    - ii. Florida Blue
  4. Discuss Bonus based on Year End Numbers/School Grade *Grodecky brought up at the last meeting wanting to discuss bonuses for Sviben based on fiscal year as well as the school going from a C to a B. Mrs. Sviben asked that the board consider bonuses for the administrative team including team leads.*



Becka Reminded that Sviben has multiple jobs with the management side of the school and Principal side. The past few years she has received a bonus for the fiscal management, which also had a good year this year in addition to the B! She said in her experience compared to other schools and taking into account that Sviben doesn't get paid like an Executive Director a bonus could range at a minimum from \$15-25,000. Brown wanted to reiterate that this bonus and the bonus being considered for other staff is because of the increase in school grade. Board members discussed paying bonuses net and covering the taxes for employees so they get the full amounts. Becka did remind board that the teachers received PTO payout this year, longevity bonus and ESSER bonus. Discussed different amounts for admin team, staying around 16% of the school's profit for this year, at a cost to the school of around \$50,000. Brown motioned to add to consent agenda bonuses as discussed for Sviben, Rodriguez, Turbush, Steelman, Boneta and Todd. Brown wanted to do something for all teachers. Suggested a lunch from the Board for their efforts in the increase to a B. Sviben said she would discuss with staff and come up with something after Fall Break.

5. Discuss Out of Field Teacher

- i. Vernon Sviben explained Mrs. Vernon's certification covers K-3, but she is working with 4<sup>th</sup> and 5<sup>th</sup> graders so she will be working toward an additional certification.

**IV. Consent Agenda:**

1. Approve 2021-22 Final Budget
2. Approve Health Insurance Plan – United Health Care, Guardian
3. Approve School Grade Improvement Bonuses
4. Approve Out of Field – Vernon
5. Approve Board Meeting Minutes 7/20/22

**V. Non-Consent Agenda:**

1. Next Meeting: Wednesday, October 26, 2022 at 5:30PM

**VI. Public Comment:** *None*

**VII. Motion to Adjourn:** *Brown motioned to adjourn, Haynes 2<sup>nd</sup>*

  
\_\_\_\_\_  
Signature

10/26/22  
Date



**ROYAL PALM CHARTER  
BOARD MEETING  
NOTICE  
WEDNESDAY, October 26  
5:30PM  
PUBLIC INVITED**

1. Budget Update
  - i. Budget to Actual
2. Administrative Update
3. Litigation Update
4. Review School Improvement Plan
5. Review Mental Health Plan
6. Review Title 1 Parent Compact

Join Zoom Meeting

<https://us06web.zoom.us/j/82352298882?pwd=MXBjNzY2VON3YnNNWmdpT0c0QmRXdz09>

Meeting ID: 823 5229 8882

Passcode: royalpalm