



7145 Babcock Street, S.E.
Palm Bay, Florida 32909
Phone (321) 723-0650
Fax (321) 722-1117
www.royalpalmcharter.com


11/3/21 @ 5:30 PM
Board of Directors Meeting Agenda

Directors:

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

- I. Call to Order** *Brown called meeting to order, Rozynski 2nd 5:03pm*
- II. Roll Call** *Brown present via Zoom, Rozynski, Haynes and Shupe in person, and Melinda Maier – BPS Present Zoom Brown motioned to adopt the agenda*
- III. Reports and Presentations:**
 - 1. Budget Update**
 - i. *BVA Mrs. Shupe Reviewed BVA through September – new phone system was added that was not in original budget. Reminded board that the curriculum and computer purchases are typically made at the beginning of the school year so those expenses will show higher. Currently at 38% of total budget, so as the year goes on should see the income go up.*
 - 2. Admin Update – Shupe**
 - i. *Enrollment See attached*
 - ii. *New Building Still in the permitting process. Has contacted bank and discussed USDA process so once through the site design/permitting we can send the bank the information to start the preliminary pieces of the process.*
 - iii. **Staff**
 1. *Bronson (3rd) Ms. Bronson was let go based on missing so many days so early into the school year. She was dealing with some personal issues and it was affecting the students. Mrs. Vernon went into the classroom and will remain in the classroom for the rest of the school year. Without a teacher available to start immediately, the admin team felt it was necessary to keep Mrs. Vernon in there for consistency. Mrs. Hambidge has been supporting the class as well – she returned after Fall Break as an additional Reading Resource Teacher*
 2. *Wright (K) Mrs. Wright resigned after Fall Break. She was dealing with some family matters and needed to focus on her own health. One of our substitutes Mrs. McKendrick has said that she would stay as the long term sub as long as it is needed. She has pre-K experience and has already been working in the room. She is getting support from staff to be sure the students are getting what they need.*
 3. *Mrs. Bobango resigned over Fall Break. Mrs. Shupe felt she resigned because she was asking Mrs. Bobango to be held accountable for not filling for the program that gave all students in the school access to free lunch. The rest of the county did make application for that program. This will cause the school to have a loss in paid lunches. In addition, Mrs. Bobango had not done any lunch claims, completed the NSLP application for the new school year or the verification of whether students qualify for Free/Reduced Lunch*
 - 3. Discuss Possible Board Members** *Rozynski mentioned Mrs. Costa – a parent and felt her position with a curriculum company would be an asset to the board. Haynes mentioned reaching out to some contacts within the community as well. Brown mentioned asking a family member for suggestions as he works in the building industry which would be helpful with the additional building being built. Ms. Meglio, a previous teacher was also suggested.*

4. Discuss PTO (Paid Time Off) Pay Out Policy *the board reviewed the attached document to ensure that what was discussed at the prior meeting was included in the document. All board members agreed it looked good.*
5. Present Classroom Supply Assistance Program Funding *See attached*
6. Discuss Out of Field Teachers
 - i. ESOL: Taylor Elliot *in process of adding to certificate*
7. Present School Improvement Plan *Mrs. Shupe reviewed the attached document and asked for any questions*
8. Present Title 1 Items *Mrs. Shupe reviewed the attached document and asked for any questions*
 - i. Parent and Family Engagement Plan
 - ii. Parent Compact
9. Discuss Upcoming Events
 - i. Dec 4 – Holiday Show/Breakfast with Santa
- IV. **Consent Agenda:** *Rozynski motioned to adopt the consent agenda, Haynes 2nd*
 1. Approve PTO Policy
 2. Approve School Improvement Plan
 3. Approve Out of Field Teacher - Elliot
 4. Approve Board Meeting Minutes 7/28/21
- V. **Non-Consent Agenda:**
 1. Next Meeting: Wednesday, February 9, 2022 at 5:30PM
- VI. **Public Comment:** *None*
- VII. **Motion to Adjourn:** *Haynes motioned to adjourn at 6:35pm, Rozynski 2nd*


Approved

2/10/2022

Royal Palm Board VP



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I. Call to Order

II. Roll Call

III. Reports and Presentations:

1. Budget Update
 - i. BVA
2. Admin Update – Shupe
 - i. Enrollment
 - ii. New Building
 - iii. Staff
 1. Bronson (3rd)
 2. Wright (K)
3. Discuss Possible Board Members
4. Discuss PTO (Paid Time Off) Pay Out Policy
5. Present Classroom Supply Assistance Program Funding
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IV. Consent Agenda:

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V. Non-Consent Agenda:

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VI. Public Comment:

VII. Motion to Adjourn:

**Royal Palm Charter
Profit & Loss Budget vs. Actual
July through September 2021**

	Jul - Sep 21	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3200 . Federal through state and local	0.00	6,000.00	-6,000.00	0.0%
3230 . IDEA Funds	27,319.53	165,000.00	-137,680.47	16.6%
3240 . Title I	17,881.12	118,202.00	-100,320.88	15.1%
3261 . School Lunch Reimbursement	145,199.50	145,000.00	199.50	100.1%
3270 . ESSR CARES				
Total 3200 . Federal through state and local	190,400.15	434,202.00	-243,801.85	43.9%
3300 . State sources				
3310 . FEEP	576,678.67	2,358,515.00	-1,781,836.33	24.5%
3330 . Classroom Supply Assistance	5,862.42			
3371 . VPK	1,908.28			
3395 . GEER Grant	0.00	155,288.00	-155,288.00	0.0%
3397 . Capital Outlay Funds	44,177.00			
Total 3300 . State sources	628,626.37	2,513,803.00	-1,885,176.63	25.0%
3400 . Revenue from Local Sources				
3398 . Sales surtax	60,072.58	180,000.00	-119,927.42	33.4%
3440 . Donations	0.00	1,000.00	-1,000.00	0.0%
3451 . Student Lunches	40.00	8,200.00	-8,160.00	0.5%
3473 . School-Age Child Care Fees	1,217.99			
3474 . PTO	1,304.88			
3477 . Clubs & Sports	553.04			
Total 3400 . Revenue from Local Sources	63,188.49	189,200.00	-126,011.51	33.4%
Total Income	882,215.01	3,137,205.00	-2,254,989.99	28.1%
Gross Profit				
882,215.01		3,137,205.00	-2,254,989.99	28.1%
Expense				
100 . Salaries				
110 . Administrator	115,796.81	322,304.00	-206,507.19	35.9%
120 . Classroom Teacher	268,825.54	1,236,673.00	-967,847.46	21.7%
130 . Other Certified	-2,121.77	47,734.00	-49,855.77	-4.4%
160 . Other Support Personnel	5,860.51	31,380.00	-25,519.49	18.7%
Total 100 . Salaries	388,361.09	1,638,091.00	-1,249,729.91	23.7%
200 . Employee Benefits				
210 . Retirement	9,619.39	25,108.00	-15,488.61	38.3%
220 . Social Security	25,997.33	121,192.00	-95,194.67	21.5%
230 . Group Insurance	45,206.03	132,539.00	-87,332.97	34.1%
240 . Worker's Compensation	99.24	9,310.00	-9,210.76	1.1%
250 . Unemployment Compensation	42.56	7,260.00	-7,217.44	0.6%
Total 200 . Employee Benefits	80,964.55	295,409.00	-214,444.45	27.4%

Royal Palm Charter
Profit & Loss Budget vs. Actual
July through September 2021

	Jul - Sep 21	Budget	\$ Over Budget	% of Budget
300 . Purchased Services				
310 . Professional & Technical Svcs	23,655.18	118,600.00	-94,944.82	19.9%
320 . Insurance and Bond Premiums	0.00	37,421.00	-37,421.00	0.0%
330 . Travel	402.16	28,150.00	-27,747.84	1.4%
350 . Repairs and Maintenance	1,215.92	5,300.00	-4,084.08	22.9%
360 . Rentals	27,301.35	63,398.00	-36,096.65	43.1%
365 . Software Subscriptions	2,433.53	16,600.00	-12,306.06	25.9%
370 . Communications	4,293.94	6,600.00	-4,386.77	33.5%
380 . Public Utility Services	2,213.23	108,000.00	-76,111.45	29.5%
390 . Other Purchased Services	31,888.55			
Total 300 . Purchased Services	93,403.86	384,069.00	-290,665.14	24.3%
400 . Energy Services				
430 . Electricity	14,401.38	28,985.00	-14,583.62	49.7%
Total 400 . Energy Services	14,401.38	28,985.00	-14,583.62	49.7%
500 . Materials & Supplies				
510 . Supplies	41,204.00	84,500.00	-43,296.00	48.8%
520 . Textbooks	110,806.12	145,000.00	-34,193.88	76.4%
570 . Food	16,595.67	60,000.00	-43,404.33	27.7%
Total 500 . Materials & Supplies	168,605.79	289,500.00	-120,894.21	58.2%
600 . Capital Outlay				
640 . Furniture, Fixtures & Equipment				
641 . Capitalized F F & E	16,170.92	New phone system		
642 . Noncapitalized F F & E	1,849.01	3,426.00	-1,576.99	54.0%
643 . Capitalized Computer Hardware	10,450.00	10,000.00	450.00	104.5%
Total 640 . Furniture, Fixtures & Equipment	28,469.93	13,426.00	15,043.93	212.1%
Total 600 . Capital Outlay	28,469.93	13,426.00	15,043.93	212.1%
630 . Buildings & Fixed Equipment				
700 . Other Expenses	0.00	50,000.00	-50,000.00	0.0%
710 . Redemption of Principal	8,601.61	42,962.00	-34,360.39	20.0%
720 . Interest	49,772.21	190,534.00	-140,761.79	26.1%
730 . Dues & Fees	36,212.22	21,000.00	15,212.22	172.4%
Total 700 . Other Expenses	94,586.04	254,496.00	-159,909.96	37.2%
Total Expense	868,792.64	2,953,976.00	-2,085,183.36	29.4%
Net Ordinary Income	13,422.37	183,229.00	-169,806.63	7.3%
Net Income	13,422.37	183,229.00	-169,806.63	7.3%

Purchases for computers and curriculum, etc are all made at the beginning of the School year. We are only at 38% of our total budget, so as we go through the school year we should see our income go up.

21-22	Enrolled
VPK	30*
K	36*
1ST	36*
2ND	36*
3RD	32
4TH	39
5TH	28
6TH	42
7TH	44*
8TH	44*
	K-8 336 (366)



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Royal Palm Charter School PTO (Paid Time Off) Cash Out Policy

- PTO Cash out will be based on the staff member's daily rate of pay (calculated by salary/#work days)
- PTO Cash out will be calculated based on whole days unused – there will be no partial day payments
 - For example, staff member has left 46 hours – staff member will cash out 5 days (40 hours)
- Staff will be paid 80% of daily rate for PTO Cash Out
- If an employee does not use ANY PTO days during the school year, the employee can cash out PTO days at 100% of daily rate
- PTO Cash out will take place between the last required work day and the final paycheck for the school year
- In order to qualify for PTO cash out the staff member must work through the entire contracted year

Classroom Supply Assistance Program 21-22

Berman	Barbara	254
Blank	Jennifer	254
Bravo	Ron	254
Boneta	Katherine	254
Clermont	Justin	254
Cotti	Lindsey	254
Densler	Cindy	<i>not eligible</i>
Elliott	Taylor	254
Freeman	Ansley	254
Hambidge	Kelly	254
Heer	Jenny	254
Graham	Deborah	254
LaBrecque	Neal	<i>not eligible</i>
LaBrecque	Tracy	254
Leedy	Christina	254
Philpott	Chaice	254
Steelman	Theresa	254
Tiejero	Katherine	254
Todd	Melissa	254
Vega	Lillian	254
Vernon	Tresa	254
White	Linda	<i>not eligible</i>
Wilson	Brandon	254
Wright	Suellen	254

Exceptional Education

Turbush	Marie	254
Bolling	Kerri	254

Guidance Services

Marshall	Jennifer	254
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TOTAL:	6096
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District Total	6096.17
Minus 5%	5862.42

Shannon Shupe 9/2/21

WIRE REQUEST

Payable to: Royal Palm Charter School V0000211831

DESCRIPTION	LEDGER ACTION	FUND	SCHOOL/ DEPT.	PROJECT NUMBER	ACCOUNT		PROG. CAT.	AMOUNT	LEDGER ACCOUNT
					FUNC.	OBJ.			
2021-22 Teachers Classroom Supply Assistance Program	X	100	6509	000471	5100	393	101	6,096.17	1530
FOR ACCOUNTING SERVICES USE ONLY									
Less Administrative Fee (5%)	R	100	6509	001731	3495			(233.75)	2520
Amount Transferred								5,862.42	
Note/Description: <hr/> <hr/> <hr/>									

PREPARED BY: JOSEPH STROHFUS

DATE: 8/31/21

APPROVED BY:

DATE: 8/31/21



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**ESOL
OUT-OF-FIELD FOR ELL APPROVAL REQUEST**
for Language Arts/English and Reading Teachers

Taylor Elliott
LAST NAME, FIRST (teacher)

Royal Palm Charter
SCHOOL

931175360
Employee Identification Number

7/14/2021
Date of Out-of-Field Assignment in ESOL

(The date an ELL student is placed in the Language Arts/English and Reading teacher's class.)

Check one or both of the statements below:

☐ The Language Arts/English and Reading teacher signed pre-service ESOL Training Agreement (Teachers employed beginning with the 1995-96 school year.)

AND/OR

☒ The Language Arts/English and Reading teacher will be completing ESOL training according to the timeline in State Board Rules.

Taylor Elliott 8/13/21
Signature of Teacher Date

Shannon Super 8/13/21
Signature of Principal Date

SUPERINTENDENT/BOARD APPROVAL

Signature of Superintendent Designee

Date

Please send this form to Dinah Kramer in Human Resources
(within 30 days of assignment)

Keep a copy of this form and parent notification at your school for auditing purposes.

Brevard Public Schools

Royal Palm Charter School



2021-22 Schoolwide Improvement Plan

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Royal Palm Charter School

7145 BABCOCK ST NE, Palm Bay, FL 32909

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Demographics

Principal: Shannon Shupe

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (48%) 2017-18: C (50%) 2016-17: C (51%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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

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

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

Name	Title	Job Duties and Responsibilities
		<p>discussions about student performance.</p> <ul style="list-style-type: none"> •Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. •Keep abreast of successful instructional methodologies and practices. •Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Foster culture of professionalism among teachers and staff. •Ensure learning environment and classroom instruction maximizes student learning. •Monitor progress of all students. •Supervise and mentor all teachers. <p>-Operational Leadership</p> <ul style="list-style-type: none"> •Implement the budget development process with the assistance of the Board of Directors and School Accountant that meets targeted requirements. •Oversee routine facilities maintenance. •Oversee management of school records and resources as necessary. •Ensure compliance of local, state, and federal laws and regulations. <p>-Personnel</p> <ul style="list-style-type: none"> •Recruit, select, and hire school staff, including teachers and school-based support staff. •Continually monitor progress on all measures of school and staff performance. •Administer RPCS approved personnel policies and procedures. •Oversee any and all disciplinary actions. •Provide for adequate supervision, training, and evaluation of all staff and volunteers. •Communicate the vision that supports the school's goals and values. •Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence. <p>6. Community Relations</p> <ul style="list-style-type: none"> •Serve as liaison between teachers, parents, and the community.
Rodriguez, Amy	Assistant Principal	Duties of Assistant Principal include, but are not limited to, the following:

Name	Title	Job Duties and Responsibilities
		<p>Student Performance</p> <ul style="list-style-type: none"> •Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS. •Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS. •Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. •Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. •Help ensure the safety and security of all students, staff, visitors, and property. •Help ensure an orderly learning environment. •Help ensure appropriate standards of student behavior, performance, and attendance. •Ensure that all disciplinary issues are addressed fairly and immediately. <p>-Instructional Leadership</p> <ul style="list-style-type: none"> •Work with teachers to constantly assess and improve student achievement results. •Help ensure use of effective, research-based teaching methodologies and practices. •Implement data-driven instructional practices and lead discussions about student performance. •Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. •Keep abreast of successful instructional methodologies and practices. •Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Monitor progress of all students. •Supervise and mentor all 3rd through 5th grade teachers. •Oversee ESE Coordinator and Teachers

Vernon,
Tresa

Assistant
Principal

Duties of Assistant Principal include, but are not limited to, the following:

Student Performance

- Assist in setting and enforcing rigorous standards for student achievement that are in line with the goals of RPCS.
- Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS.
- Assist in creating a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •Help foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. •Help ensure the safety and security of all students, staff, visitors, and property. •Help ensure an orderly learning environment. •Help ensure appropriate standards of student behavior, performance, and attendance. •Ensure that all disciplinary issues are addressed fairly and immediately. -Instructional Leadership •Work with teachers to constantly assess and improve student achievement results. •Help ensure use of effective, research-based teaching methodologies and practices. •Implement data-driven instructional practices and lead discussions about student performance. •Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. •Keep abreast of successful instructional methodologies and practices. •Provide high quality curricular training and resources to staff. •Ensure consistencies in instruction and practice amongst team of teachers. •Monitor progress of all students. •Supervise and mentor all K through 2nd grade teachers.

Demographic Information

Principal start date

Friday 7/1/2011, Shannon Shupe

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

1

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

5

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

332

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

3

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	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	

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	29	28	36	30	43	38	46	34	0	0	0	0	319
Attendance below 90 percent	2	3	0	3	4	4	7	3	1	0	0	0	0	27
One or more suspensions	1	2	1	2	3	0	4	6	0	0	0	0	0	19
Course failure in ELA	1	1	0	0	3	0	0	1	7	0	0	0	0	13
Course failure in Math	1	1	0	0	0	0	0	1	1	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	11	4	3	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	8	5	5	0	0	0	0	22

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	1	1	0	0	3	1	11	4	2	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	1	2	1	2	1	0	4	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	29	28	36	30	43	38	46	34	0	0	0	0	319
Attendance below 90 percent	2	3	0	3	4	4	7	3	1	0	0	0	0	27
One or more suspensions	1	2	1	2	3	0	4	6	0	0	0	0	0	19
Course failure in ELA	1	1	0	0	3	0	0	1	7	0	0	0	0	13
Course failure in Math	1	1	0	0	0	0	0	1	1	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	11	4	3	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	8	5	5	0	0	0	0	22

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	1	1	0	0	3	1	11	4	2	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	1	2	1	2	1	0	4	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

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).

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	64%	10%	58%	16%
Cohort Comparison						
04	2021					
	2019	50%	61%	-11%	58%	-8%
Cohort Comparison		-74%				
05	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-50%				
06	2021					
	2019	51%	60%	-9%	54%	-3%
Cohort Comparison		-55%				
07	2021					
	2019	60%	58%	2%	52%	8%
Cohort Comparison		-51%				
08	2021					
	2019	49%	63%	-14%	56%	-7%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	61%	9%	62%	8%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	64%	-12%	64%	-12%
Cohort Comparison		-70%				
05	2021					
	2019	53%	60%	-7%	60%	-7%
Cohort Comparison		-52%				
06	2021					
	2019	40%	67%	-27%	55%	-15%
Cohort Comparison		-53%				
07	2021					
	2019	37%	62%	-25%	54%	-17%
Cohort Comparison		-40%				
08	2021					
	2019	45%	43%	2%	46%	-1%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	56%	-14%	53%	-11%
Cohort Comparison						
08	2021					
	2019	24%	53%	-29%	48%	-24%
Cohort Comparison		-42%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	74%	9%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	61%	-14%	61%	-14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA Map Diagnostic for Reading and Math.

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

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	41	40
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74	78	83
	Economically Disadvantaged			
	Students With Disabilities	0	0	50
	English Language Learners	100	100	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	67	56
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	47	44
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	71	41
	Economically Disadvantaged			
	Students With Disabilities	50	50	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	41	47
	Economically Disadvantaged			
	Students With Disabilities	75	85	25
	English Language Learners	NA	NA	NA
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	49	38
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	23	30
	Economically Disadvantaged			
	Students With Disabilities	25	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	43	49
	Economically Disadvantaged			
	Students With Disabilities	16	22	29
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	37	47
	Economically Disadvantaged			
	Students With Disabilities	50	22	25
	English Language Learners	0	0	0
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74	72	73
	Economically Disadvantaged			
	Students With Disabilities	40	20	50
	English Language Learners	50	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	77	76
	Economically Disadvantaged			
	Students With Disabilities	40	60	60
	English Language Learners	100	100	50
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	92	85	87
	Economically Disadvantaged			
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	85	87
	Economically Disadvantaged			
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
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		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	50	33	34	50	54					
BLK	42	43	36	37	40		30				
HSP	61	52		43	43		30				
MUL	55	41		50	41						
WHT	62	57	45	54	53	54	59	67	47		
FRL	52	50	42	45	47	44	43	75	38		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
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	54
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

In general, the students performed low in Math, with the most significant decreases in grades 3-5. Based on 2021 FSA data only 26% of the lowest 25 percentile made learning gains.

Grades 4 and 5 in ELA and Math remain a major concern.

ELL and ESE subgroups remain a significant concern. Only a few of each category showed proficiency based on 2020-2021 progress monitoring data.

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

Based on the 2019 Data:

The Science scores for both grades 5 and 8 decreased. The 8th grades scored made a dramatic decrease. The 8th grade scores dropped 21% from the previous year while 5th grade scores dropped a small amount.

Grade 4 student scores decreased significantly in math and reading. We have seen this trend over the past few years with the students scoring much higher in 3rd grade then dropping in 4th grade.

In grades 6-8, Math cohort scores decreased. The focus of the middle school math teacher was not consistently on the standards based curriculum provided to him/students. While the students were taught the material there was not a consistent demonstration of mastery before moving on to new material.

ELA data showed an inconsistent performance with 3rd grade proficiency staying the same, 4th grade decreasing, 5th grade increasing, 6th grade decreasing, 7th increasing and 8th decreasing.

Based on 2021 MAP Reading Testing Data:

K-2 scored consistently lower in the area of communicating through writing .

3 - 7 scored consistently lower in the area of vocabulary and informational text.

Based on 2021 MAP Math Testing Data

Students in K-2 consistently scored lower in the area of Measurement and Data Analysis

Students in 3-8 consistently scored lower in the areas of algebraic reasoning and geometric reasoning.

Based on 2021 Phonics Screener for Intervention (PSI) and Phonological Assessment Screener for Intervention (PASI) Data

K-2 students show a need for additional support in phonological awareness and acquisition.

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

There was inconsistency with teachers in 4th grade; we had 3 different teachers for one classroom.

The Middle School math position was filled by a substitute teacher for half the year. It is necessary to have a dedicated math teacher with understanding of the standards and expectations.

Additionally, Covid precautions limited the amount of after school tutoring and peer to peer tutoring that was offered.

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

Based on SY 20/21 Middle School ELA scores showed an improvement as well as 7th grade FSA Math.

Based on 2019 Data:

5th grade ELA increased 20%. There was a specific focus on reading comprehension in the area of non-fiction text integrating Social Studies and Science content into language arts. In addition, vocabulary was a focus to ensure that students knew the vocabulary and had strategies for utilizing the context to figure out words when necessary.

8th grade math increased 23%, however, this is inflated since the previous year was such a low score. We did, however, not move as many students into the Algebra course and more students stayed in the 8th grade Math Course which they were better prepared for.

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

Based on 2019 Data:

In ELA there was a specific focus on reading comprehension in the area of non-fiction text integrating Social Studies and Science content into language arts. In addition, vocabulary was a focus to ensure that students knew the vocabulary and had strategies for utilizing the context to figure out words when necessary.

We did not move as many students into the Algebra course and more students stayed in the 8th grade Math Course which they were better prepared for.

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

In order to accelerate learning the school will be offering after school tutoring twice per week in addition to RTI groups held within the day. Students that scored level 1 will participate in an intensive reading and/or math course.

Students will utilize the Edgenuity program that is based on the MAP diagnostic tests - students will need to utilize this program in order to get the personalized instruction to close learning gaps.

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

Teachers will receive professional development on the new BEST standards for ELA in addition to the newly adopted reading curriculum.

They will receive training in MAP resources, Spelling Stories (phonics program) and STEMscopes assessments,

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

A second reading resource teacher will provide intervention to students as well as support for teaches,

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	SY20-21 FSA ELA data shows 55% of students performed at proficiency (3+) compared to the district average of 57%.
Description and Rationale:	SY20-21 FSA ELA data shows 41% of 4th graders performing at proficiency (3+) compared to the state average of 52% and the district average 58%. Additionally, SY20-21 FSA ELA data shows 41% of 5th graders performing at proficiency (3+) compared to the state average of 54% and the district average 59%.
Measureable Outcome:	ELA proficiency in grades 4 and 5 will increase, as measured by FSA ELA assessments from 41% to 50%.
Monitoring:	<p>This area of focus will be monitored through ongoing progress monitoring through:</p> <p>MAP Diagnostic Growth Assessment in ELA (3 times yearly)</p> <p>Edgenuity Standards Mastery</p>
Person responsible for monitoring outcome:	Amy Rodriguez (amy.rodriguez@royalpalmcharter.com)
Evidence-based Strategy:	<p>Overall Tier 1 ELA performance will improve through implementation of the following strategies:</p> <p>The school will adopt an approved Reading Curriculum, CKLA (K-5) and Amplify ELA (6-8).</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 Florida Ready curriculum (3-5) and Measure Up curriculum (6-8) as supplemental resources to provide additional support.</p> <p>The CKLA and Amplify ELA curriculum provides direct instruction aligned with the new BEST Standards.</p>
Rationale for Evidence-based Strategy:	<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 Florida Ready and Measure Up programs are standards-based materials that support student mastery.</p>

Action Steps to Implement

Purchase CKLA and Amplify Reading Curriculum

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

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

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

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

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

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 Shannon Shupe (shannon.shupe@royalpalmcharter.com)

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

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

Hire a reading coach to support professional development of teachers with BEST Standards and implementation of new curriculum. (T)

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

Hire a part-time paraprofessional for additional support within the classroom for grades 6-8. (T)

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

Hire a part-time paraprofessional for additional support within the classroom for grades K-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)

Train teachers on new BEST Standards. Arrange for teachers to attend conference on standards.

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

Train teachers on new BEST Standards. Arrange for consultant to come to the school to train teachers.

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

Arrange consultant to train administrators and reading resource teachers on ways to support teachers with BEST Standards.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	SY20-21 FSA ELA data shows 46% of students performing at proficiency (3+) compared to the district average 54%. Additionally, only 26% of the lowest 25% performing at proficiency.
Measureable Outcome:	Math proficiency will increase, as measured by FSA Math assessments from 46% to 50%. This area of focus will be monitored through ongoing progress monitoring through:
Monitoring:	MAP Diagnostic Growth Assessment in ELA (3 times yearly) Edgenuity Standards Mastery
Person responsible for monitoring outcome:	[no one identified] Overall Tier 1 ELA performance will improve through implementation of the following strategies: The school will teach with fidelity the Go Math curriculum.
Evidence-based Strategy:	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 Florida Ready curriculum (3-5) and Measure Up curriculum (6-8) as supplemental resources to provide additional support. The Go Math curriculum provides direct instruction aligned with the Florida Standards.
Rationale for Evidence-based 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 Florida Ready and Measure Up programs are standards-based materials that support student mastery.

Action Steps to Implement

Purchase consumable Go Math materials. (K-8)

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

Purchase consumable Florida Ready materials. (3-5)

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

Purchase consumable Measure Up materials.(6-8)

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 Shannon Shupe (shannon.shupe@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)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	SY20-21 Science data shows 39% of students performed at proficiency (3+) compared to the district average of 55%. 8th grade scores increased 24 to 56% while 5th grades scores decreased significantly by 20%.
Measureable Outcome:	The will increase Science Scores by 5% on state testing.
Monitoring:	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:	Shannon Shupe (shannon.shupe@royalpalmcharter.com)
Evidence-based Strategy:	The school will implement the use of STEMscopes (with fidelity) in order to focus on state standards and vocabulary acquisition,
Rationale for Evidence-based 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

Purchase STEMscopes materials for grades 5-8. (T)

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

Organize professional development for teachers implementing STEMscopes. (T)

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 Brain Pop subscription as a resource.

Person Responsible Shannon Shupe (shannon.shupe@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)

Additional Schoolwide Improvement Priorities

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

Based on the SafeSchoolsforAlex data Royal Palm had a higher rate than expected. The administrative team will add discipline events to the concerns addressed at monthly admin team meetings. Focusing on what events occurred and problem solving interventions to put in place if needed.

Part IV: Positive Culture & Environment

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

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

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

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 culture and environment at the school.

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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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, amy.rodriquez@roydipalmcharter.com, 321-723-0650.

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, amy.rodriquez@roydipalmcharter.com, 321-723-0650.

School's vision for engaging families: *At Royal Palm, we believe families are our most important partners for achieving success. Our families bring diverse experiences that strengthen our school's community. The hopes and dreams of our families drive our commitment to develop students into leaders.*

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.



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Principal: Shannon Shupe Date: September 27, 2021

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) Comprehensive Needs Assessment (CNA)	5/11/21 (Teacher survey), 5/13/21 (Zoom PTO meeting), 6/23/21 (Board Meeting), 7/21/21 (Board Meeting), 7/28/21 (Welcome Back Zoom parent meeting)	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.	Parents, teachers, faculty, community members, and board members were sent a survey to gather input for the 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)	7/28/21 (virtual Zoom PTO meeting) 3/31/21 (parent survey), 4/8/2021 (student survey), 9/9/21 (parent survey)	Sent survey via email to parents; hardcopies were also available in the front office for parents who did not have access to technology. Virtual 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 2021 to gather input from current families and again in September 2021 to gather information from new families to our school.	survey responses, attendance sheet, meeting minutes
School-Home Compact	9/27/21 (survey to gather input), 9/28/21 (Zoom meeting)	Survey was sent to families to gather information regarding update and changes to the School-Home Compact. A virtual meeting was held so families could participate in giving input for new School-Home Compact. Notification of the School-Home Compact will go home via email and backpacks with the October 2021 School Newsletter	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 virtual meeting was also held with parents in order to give them another opportunity to provide input for the Compact.	survey responses, attendance sheet, meeting minutes



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Title I Budget & Framework	5/13/21 (Zoom meeting), 6/23 & 7/21/21 (Board meeting)	Zoom 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	5/13/21 (Zoom meeting), 9/21/21 (Survey) & 9/28/21 (Zoom meeting)	Sent survey via email to parents; hardcopies were also available in the front office for parents who did not have access to technology. Virtual 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 virtual 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 14, 2021 @ 6 PM			
How are families notified of the meeting?	Families are notified of the annual Title I program meeting via a flyer that is sent home via email and backpacked describing the event and its purpose. The meeting date and time is also listed and sent home on the monthly schoolwide newsletter. In addition, in their weekly emails to parents and discussions with students, teachers reminded the parents of the upcoming meetings, in particular about this Title I Annual Meeting.			
What information is provided at the meeting?	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.			
How are parents and families informed of their rights?	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.			
What barriers will you address to encourage parents/families to attend?	The most common barriers for families identified include the following: parent work schedules, current restrictions due to the pandemic as well as lack of child care for families. Royal Palm will take steps to overcome these barriers and design student-friendly meetings when possible. Because of the current guidelines due to the pandemic, large crowd/in-person meetings with parents are limited, therefore, we will make this annual meeting a face-to-face virtual meeting with a virtual option available and held via Zoom. We will also offer this meeting in the evening time which is when most parents indicated that they could attend. In addition, we are partnering with our after-care provider to offer childcare during the meeting.			



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How will you get feedback from parents and families about the meeting?	Royal Palm will obtain parent and family feedback through surveys and exit slips conducted at the end of the meeting.
How do parents and families who are not able to attend receive information from the meeting?	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 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.

Title II- Professional Development	Royal Palm's Title 1 staff, the district Title 1 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.
Title III-ESOL	Our district ESOL contact works directly with 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 translate documents and translate at meetings, if feasible.
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 1 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.
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 1 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



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PTO/PTA	<p>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 the following information and feedback to evaluate the Parent and Family Engagement Plan: school survey results, Title 1 district survey results, and 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 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.</p>
Community Agencies/Business Partners	<p>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.</p>

3. Utilize strategies to ensure meaningful communication and accessibility.

<p>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</p>	<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>
<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>	<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>



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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>
Describe the opportunities families have to participate in their child's education.	<p>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.</p>
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	<p>Royal Palm shares Title I 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.</p>



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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>
Leader in Me – 7 Habits of Highly Effective People and Families	The school staff will help facilitate conversations between school staff, families, and children. Learning the habits of effective families will assist families in becoming more goal oriented and assist them in becoming more structured and involved in every aspect of their lives, including their child's education.	Book Study and Training workshop	All parents and school staff	July 29 – September 9, 2021 (held every other week @ 4 p.m.)
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 2021 Welcome Back meeting, 11/2/2021 @ 3:15 (via Zoom); follow-up articles and discussions Spring 2022



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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 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 directly supports	Translation provided Take home materials provided
Curriculum Areas	Family Literacy Night	10/29/2021 @ 5 PM	Literacy: Parents will learn reading strategies to help engage their children and increase their reading comprehension and academic vocabulary which will, in turn, increase student academic success. In addition, families will learn how to use our online reading and math website to help their children develop their reading and math fluency and comprehension skills.	ELA: As measured by FSA, ELA proficiency will increase from 41% to 50%	Literacy: Yes Dinner & a Book: Yes
	Dinner and a Book	12/07/2021 @ 5 PM	Dinner & a Book: Families will learn all about the ELA standards and how they can help engage their child(ren) to become lifelong readers	Math: As measured by FSA, Math proficiency will increase from 41% to 50%	Math: Yes
	Family Fun Math Night	1/18/2022 @ 6 PM	Math: Families will learn how to incorporate games into their family life which will in turn help their children with mathematical reasoning.	Science: science scores will increase by 5%	Math: Yes STEM: Yes
	Family STEM Night	2/08/2022 @ 6 PM	STEM: Families will participate in STEM activities which will help them learn about the scientific method and key science concepts		Behavior: Yes
	Behavior Basics	11/18/2021 @ 6 PM	Behavior: Families will understand the basics about behaviors and how these can influence learning at home and in the classroom. Families will be given strategies to implement at home.		
State Assessments & Achievement Levels	Achievement Results	10/14/2021	Parents in grades 3 – 8, will be able to understand how to read and interpret their child's Spring FSA Scores. In addition, all families in Kindergarten – 8 th grade, will be able to read and interpret their child's NWEA/MAP score report as well as understand the minimum requirements for grade level promotion. Specific strategies for improvement will also be shared with families.	ELA: As measured by FSA, ELA proficiency will increase from 41% to 50%	Yes
				Math: As measured by FSA, Math proficiency will increase from 41% to 50%	
				Science: science scores will increase by 5%	



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Technology, FOCUS/LaunchPad	Open House- Welcome Back	7/10/2021 @ 9 AM	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.	<u>ELA:</u> As measured by FSA, ELA proficiency will increase from 41% to 50% <u>Math:</u> As measured by FSA, Math proficiency will increase from 41% to 50% <u>Science:</u> science scores will increase by 5%	Yes	Yes – RenWeb flyers
	Success & Transition Night & High School for a Day	3/10/2021 @ 6 PM 2/23/2021 @ 10 AM	<u>Success Night:</u> 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. <u>High School:</u> 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. This event may be a Zoom sessions if a “field trip” is not possible.	<u>ELA:</u> As measured by FSA, ELA proficiency will increase from 41% to 50% <u>Math:</u> As measured by FSA, Math proficiency will increase from 41% to 50% <u>Science:</u> science scores will increase by 5%	Yes	Yes
Parent/ Teacher Conferences	Parent Teacher Conference Week/Night	10/18- 22/2021 @ 3:30 - with 10/20/2021 from 6-8 PM & 2/14-18/2021 @ 3:30 with 2/16/2021 @ 6 – 8 PM	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.	<u>ELA:</u> As measured by FSA, ELA proficiency will increase from 41% to 50% <u>Math:</u> As measured by FSA, Math proficiency will increase from 41% to 50% <u>Science:</u> science scores will increase by 5%	Yes	No
	Success & Transition Night	3/10/2021 @ 6 PM	During our Transition Night, parents of our 8 th 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	<u>ELA:</u> As measured by FSA, ELA proficiency will increase from 41% to 50% <u>Math:</u> As measured by FSA, Math proficiency will increase from 41% to 50%	Yes	Yes

* College & Career





* 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.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	The most common barriers for parents and families to attend events identified include the following: parent work schedules, lack of child care, language barriers, and pandemic related concerns. Our school will take steps to overcome these barriers and design "student-friendly" meetings and/or activities and offer child care for children of parents who attend meetings. We will also offer translations during meetings when feasible as well as offering a virtual option and encouraging masking for families who are concerned about health issues. . In addition, we will schedule events during different days and times to best meet the needs of working parents and provide adequate notice of upcoming events. With this school year again being so different, most of our events will offer a virtual option, when feasible. With virtual and in-person meeting options, we are hopeful more parents will be able to attend.



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How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	<p>The dates and times for the meetings, events, and workshops are flexible. For example, after receiving surveys last school year, we now alternate PTO meeting times each month. One month a meeting is at 3:30 pm and the next, the meeting is at 6 pm. This gives parents a variety of times in which to attend PTO meetings. Also, after feedback from the beginning of the year, our first parent book club will be hosted at 4 PM. In addition, because of the nature of this school year, we are going to be offering in-person and virtual Zoom meeting options. This will give parents who work opportunity to attend the meeting without having to physically be on campus.</p>
How do families who are unable to attend building capacity events receive information from the meetings?	<p>Families who are unable to attend building capacity events will receive information as it is feasible. If parents were unable to attend these events, they will be sent a follow-up email with any handouts we distributed attached to the email. Parents will also be given the name of the Title 1 contact or workshop/event chairperson, in case they have any questions or require clarification. As feasible, event documents and PowerPoints will be placed on our school website for parents to view there.</p>
What strategies were used to increase family and community engagement in decision-making?	<p>Royal Palm uses various strategies to increase family and community engagement in decision-making. Among these strategies are surveying parents to make it easier for them to provide input into our decision-making process. Surveys are offered via electronic means as well as hard copies available. In an effort to involve families and community members, all meeting dates and times are posted on our social media page, emailed, as well as flyers sent home to parents via the students' backpack.</p>

	<h1 style="text-align: center;">2021-2022 Brevard County Public Title I Schools</h1> <h2 style="text-align: center;">Royal Palm Charter School</h2> <h3 style="text-align: center;">School-Family Compact for Learning</h3>			
<p>District and School-based Title I Family Engagement Programs in Brevard County will strive to BUILD RELATIONSHIPS in order to create real family engagement for every child, every family, every teacher, every day.</p>				
<p>School academic goal(s) and/or focus area(s)</p>	<p>Reading - Phonological awareness/phonics K-2nd grade, reading comprehension/using text evidence 3rd - 8th grade; Goal: increase FSA ELA scores in 4th-5th grade to 50%, Math - number sense and operations; Geometry; Goal: increase math proficiency to 50%, Science improve science proficiency in 5th and 8th grade by 5%</p>			
<p>Working together for success: 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. 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>Working together for success: 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 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>Working together for success: Student responsibility</p>	<p>Royal Palm students realize education is important and that 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 ELOs on time as well as be cooperative by carrying out the teacher's instruction and 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>Communication: 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 newsletters/informational emails, RenWeb, as well as our school website. Parents are always welcomed to call the school and speak to someone regarding the progress of their child. We welcome involved parents.</p>			
<p>Building Partnerships</p>	<p>It is imperative that families and Royal Palm develop a partnership 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 this challenging school year. At Royal Palm we are striving to provide family fun nights, 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 https://www.brevardschools.org/ for important information PARENT PORTAL: https://tinyurl.com/BrevardFE FLORIDA STANDARDS: https://flstandards.org Online Free/Reduced lunch application: forms available in the front office additional web addresses: app.edgenuity.com (reading and math online practice for Kinder - 8th grade) https://www.k6.thinkcentral.com/ePC/index.do (math)</p>		<p>http://www.royalpalmcharter.com/ Please visit our school's website for additional information, including curriculum and instruction; test dates; staff contact information; Title 1 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>Signatures: Parent _____ Student _____ Teacher _____ This compact was discussed on _____.</p>



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7/28/21 @ 5:30 PM

Board of Directors Meeting Agenda

Directors:

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

- I. Call to Order** *Haynes motioned to call meeting to order, Rozynski 2nd 5:34pm*
II. Roll Call *Grodecky, Brown, Rozynski, Haynes via Zoom, Shupe present*
III. Reports and Presentations:

1. Budget Update *Mrs. Shupe reviewed the attached balance sheet and Final Budget – the school finished with a higher net income than anticipated. Discussed additional funds received from the tax surplus funds that will go toward capital expenses and the new building in particular. Rozynski brought up to the board that this was amazing and gave kudos to Mrs. Shupe for doing such a wonderful job managing the school fiscally as well as staff/students in this crazy of a year. She felt that Mrs. Shupe deserved a bonus for all of her hard work and efforts. Board members agreed. She asked Mrs. Shupe what she felt would be a good number and she deferred to the board. Rozynski suggested to the board \$10,000 and the members agreed, Rozynski motioned to add a \$10,000 bonus for Mrs. Shupe to the consent agenda, Brown 2nd. Mrs. Shupe mentioned in the board packet were three RBT packets – these are packets for behavior techs that work with students in the school. They all worked with students last year as well. Mrs. Shupe also shared that the FSA scores had come in. They were lower than anticipated, but not too far from the other schools in our area. She discussed that 4th and 5th grades again came in very low while there was some progress in Middle School which was good. She shared the score sheet attached.*
 - i. Balance Sheet
 - ii. 20-21 Final Budget
2. Admin Update – Shupe
 - i. Enrollment *Mrs. Shupe discussed attached enrollment chart that showed current enrollment numbers, she said total student numbers are remaining consistent with little fluctuation. VPK, K, 2nd, and 6th grades are full.*
 - ii. New Building Update *Mrs. Shupe said that we are still in progress that plans have gone to the city and county for approval as appropriate, just a process. She discussed that she has spoken with the Ameris representative regarding funding for the new building utilizing the USDA program as we did with the Middle School building.*
3. Discuss John Hancock 401K Plan *Mrs. Shupe discussed that when the school switched from the payroll service of Paychex to Heartland it was recommended to move the 401K as well based on platform compatibility – the school did do that, but the transition was arduous and once completed the staff cannot see their individual totals that were transferred into their accounts. Human Interest has said it is a “known glitch” in the system and they are working on it. Still to this date it has not been corrected so it has been decided to switch 401K providers for transparency purposes. After talking with the Edward Jones rep the school has previously worked with it was recommended to go with John Hancock – they are one of the leading providers and will still integrate with our system. The fees will be less and the platform offers more options for employees.*
4. Discuss RPCS Mental Health Plan *Mrs. Shupe reviewed the attached policy – very similar to last year’s plan*

5. Discuss RPCS Wellness Policy *Mrs. Shupe reviewed the attached policy – only changes made were staff names updated*
6. Discuss PTO (Paid Time Off) Pay Out *Brown mentioned that at previous meetings the board has discussed some options for incentivizing employees that do not use all of their PTO throughout the year. Mrs. Shupe discussed how a teacher's absence drastically affects student progress and that some teachers take days because they either use it or lose it. At this time employees can only transfer 8 hours forward to the next school year because you cannot have teachers out for extended periods of time. Haynes agreed that she would like to see the teachers awarded for their dedication. Rozynski said that the staff has a flexible schedule with the breaks that they can arrange appointments and etc but we know things come up, so this is not negatively impacting anyone that uses their PTO – just rewards those that don't; like Ms. Stefani and Justin in the office. Mrs. Shupe shared the BPS policy as well. It was discussed that staff would get paid 80% of the daily rate for each whole day left at the end of the year. Mrs. Shupe stressed the importance of that payment not occurring until they complete their contracted work days. Additionally, Rozynski felt that staff that used 0 days should be compensated even more – suggested they be paid at 100% of daily rate. Mrs. Shupe said that she would compile what the board discussed here for the next meeting.*
7. Discuss Out of Field Teachers
 - i. ESOL: Melissa Todd & Justin Clermont *Mrs. Shupe added Debbie Graham to these two teachers – all three are out of field in ESOL but are currently in process of taking the courses needed and are in compliance*

IV. Consent Agenda: *Haynes motioned to adopt the consent agenda adding bonus for Mrs. Shupe, Approval of John Hancock 401K switch, and Out of Field teachers*

1. Approve 20-21 Final Budget
2. Approve Mental Health Plan
3. Approve Wellness Policy
4. Approve RBT packets – Sara Glover, Rebecca Courtney, and Kayla Hadley
5. Approve Board Meeting Minutes 6/23/21
6. Approve \$10,000 Bonus for Mrs. Shupe
7. Approve Switch to John Hancock Retirement Policy
8. Approve Out of Field Teachers – Clermont, Graham, Todd

V. Non-Consent Agenda:

1. Next Meeting: Wednesday, October 27, 2021 at 5:30PM

VI. Public Comment: *None*

VII. Motion to Adjourn: *Brown motioned to adjourn, Haynes 2nd 6:15pm*

11/3/21

Board Approval

ROYAL PALM CHARTER

BOARD MEETING

NOTICE

WEDNESDAY, 11/3/21

5:30PM

PUBLIC INVITED

Reports and Presentations:

1. Budget Update
 - i. BVA
 - ii. Balance Sheet
2. Admin Update – Shupe
 - i. Enrollment
 - ii. New Building Update
 - iii. Curriculum
 - iv. MAP Scores
 - v. Staff
3. Discuss Possible Board Members
4. Discuss PTO (Paid Time Off) Policy
5. Discuss Out of Field Teachers
6. Present School Improvement Plan
7. Present Title 1 Parent Compact

Join Zoom Meeting

<https://us04web.zoom.us/j/76172383767?pwd=OVRpcFNqbmV2dTh2bStRQUVRdTdlQT09>

Meeting ID: 761 7238 3767

Passcode: royalpalm