



8/21/25

**Board of Directors Meeting**

Directors:

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

- I. **Call to Order** *Brown motioned to call the meeting to order, Rozynski 2nd*
- II. **Roll Call** *Brown, Rozynski, Haynes, and Costa present via Zoom, Sviben on campus, Cheryl Turner and Melinda Maier from BPS via Zoom*
- III. **Reports and Presentations:** *Rozynski motioned to adopt the agenda, Costa 2nd*
  1. Financial Update *Working on audit to be turned into district by end of September*
  2. Admin Update – Sviben
    - i. Enrollment Update *Sviben reviewed current enrollment numbers, currently at 345, we projected with 340 or 335, so looking good so far*
    - ii. Staff Update *Sviben reviewed out of field teachers in need of board approval, teachers are aware and are working toward certification in these areas*
      1. Out of Field Teachers
        1. ESOL: Guillaume, Mitchell
        2. Subject Area: Guillaume – ELA, Jones – Math
    - iii. Facilities Update *Sviben reviewed preliminary numbers for a covered basketball court, numbers are coming in significantly higher than previously expected. Brown mentioned we could consider a Phase 1 and then 2 the following year, completing the site work and construction and then the covered area the second year. Haynes mentioned a business she's utilized that might be able to provide a quote. We will continue to look at options*
      1. Basketball Court Preliminary Numbers – still getting bids
    - iv. Events Calendar *Sviben shared the current events calendar and invited board members to attend any that they are interested in. Sviben also invited the board members to attend the Florida Charter School Conference. Brown and Haynes are planning on attending.*
  3. Discuss Adoption of Required Policies – Arnold Law Firm *Sviben reviewed proposed policies from Arnold Law Firm that are required policies based on updated state statutes*
    - i. Student Welfare Policy
    - ii. Threat Management Policy
    - iii. Wireless Communication Devices Policy
    - iv. Instructional Staff Arrest Reporting Policy
  4. Discuss School Grade – Earned “C” for 24-25 School Year *Sviben discussed how the school did and comparison to other district schools in area, most are C schools, but feels like newly implemented PD and working with the teachers/students, the scores should increase. Thought we were going to be a “B” school, but even with the acceleration points, we were a few points shy.*
  5. Review School Improvement Plan *Reviewed plan with the goal of earning a B for the next school year*
    - i. ASTI designation (ESE and Black/African American, less than 41% proficiency) *District will be required to visit monthly*
  6. Review Mental Health Plan *Reviewed Mental Health Plan, similar to years prior.*
  7. Discuss Possible Board Members *Board members will continue to think about options for possible members.*

**IV. Consent Agenda:**

1. Approve Board Meeting Minutes 6/26/25
2. Approve Out of Field Teachers – ESOL: Guillaume, Mitchell Subject: Guillaume, Jones
3. Approve School Improvement Plan
4. Approve Mental Health Plan
5. Approve Student Welfare Policy
6. Approve Threat Management Policy
7. Approve Wireless Communication Devices Policy
8. Approve Instructional Staff Arrest Reporting Policy

**V. Non-Consent Agenda:**

1. Next Meeting: Thursday, October 23, 2025 4:30PM

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

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

 11/21/2025  
Erik Bran, Board President

# ROYAL PALM CHARTER BOARD MEETING NOTICE Wed 11/20/25 4:30 PM PUBLIC INVITED

- I. Reports and Presentations:
  1. Financial Update
    - i. Budget to Actual
    - ii. 24-25 Audit
    - iii. Millage Premium Pay Policy
  2. Admin Update – Sviben
    - i. Enrollment Update
    - ii. Staff Update
      1. Out of Field Teachers
        1. ESOL: Theresa Steelman, Crystal Witte
        2. New 4<sup>th</sup> grade teacher – Katelin Cornwell
    - iii. Facilities Update
      1. Back of the building over hangs
      2. Basketball court
  3. Discuss Adoption of Required Policies – Arnold Law Firm
    - i. Policy on School Safety
    - ii. Policy on Student Information Protection
  4. Discuss Adoption of School Policies
    - i. Attendance Policy
    - ii. Dismissal Policy
  5. Discuss Possible Board Members

Join Zoom Meeting

<https://us06web.zoom.us/j/84203368352?pwd=oJmUBvALKzh0IbIMPppuGbTa0yQhLU.1>

Meeting ID: 842 0336 8352

Passcode: rpcs2025



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

8/21/25

## Board of Directors Meeting Agenda

### Directors:

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

### **I. Call to Order**

### **II. Roll Call**

### **III. Reports and Presentations:**

1. Financial Update
2. Admin Update – Sviben
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  - ii. Staff Update
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      1. ESOL: Guillaume, Mitchell
      2. Subject Area: Guillaume – ELA, Jones – Math
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  - iv. Events Calendar
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  - i. Student Welfare Policy
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7. Discuss Possible Board Members

### **IV. Consent Agenda:**

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5. Approve Student Welfare Policy
6. Approve Threat Management Policy
7. Approve Wireless Communication Devices Policy
8. Approve Instructional Staff Arrest Reporting Policy

### **V. Non-Consent Agenda:**

1. Next Meeting: Thursday, October 16, 2025 4:30PM

### **VI. Public Comment:**

VII. Motion to Adjourn:

	<b>25-26 Enrolled</b>
<b>VPK</b>	<b>30</b>
<b>K</b>	<b>36</b>
<b>1<sup>ST</sup></b>	<b>36</b>
<b>2<sup>ND</sup></b>	<b>36</b>
<b>3<sup>RD</sup></b>	<b>36</b>
<b>4<sup>TH</sup></b>	<b>42</b>
<b>5<sup>TH</sup></b>	<b>42</b>
<b>6<sup>TH</sup></b>	<b>36</b>
<b>7<sup>TH</sup></b>	<b>40</b>
<b>8<sup>TH</sup></b>	<b>42</b>
	<b>345 (375)</b>

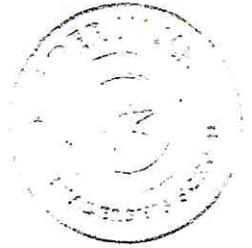


# Royal Palm Charter School

Year Round Schedule

Established July 2000

7135 S Babcock St. Palm Bay FL 32909 (321) 723-0650



## OUT-OF-FIELD APPROVAL REQUEST

Guillaume, Vierge  
LAST NAME, FIRST (teacher)

Royal Palm Charter  
SCHOOL

976344030  
Employee Identification Number

07/16/2025  
Date of Out-of-Field Assignment

6<sup>th</sup> Grade ELA Teacher/ESOL  
Subject Area (s)

### OUT OF FIELD ASSIGNMENT:

I understand that during the twelve (12) months following the date of this out-of-field assignment, I must complete six (6) semester hours of appropriate credit in the out-of-field area that I am currently teaching or two (2) endorsement courses. If I fail to submit proof of this course (transcripts or grade report), I will no longer be eligible to teach out-of-field in Brevard County Schools. Once you have completed the requirement you must apply to the FLDOE to add to the subject/endorsement to your certificate to be in compliance and certified.

OR

I understand that I may take the subject area exam in the subject that I am teaching out-of-field in lieu of taking six (6) hours of credit or two (2) endorsement courses as outlined above. The test must be taken during the twelve (12) months following the date of this out-of-field assignment. (Exceptions: Guidance and Gifted) Once you have completed the requirement, you must apply to the FLDOE to add the subject/endorsement to your certificate to be in compliance and certified.

Guillaume Vierge 8/12/25  
Signature of Teacher Date

Shannon S. [Signature] 8/12/25  
Signature of Principal Date

### SUPERINTENDENT/BOARD APPROVAL

[Signature]  
Signature of Superintendent/Board Designee  
Erik Brown, Board President

08/21/2025  
Date

SCHOOL BOARD OF BREVARD COUNTY  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6699

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

Guillaume, Vierge  
LAST NAME, FIRST (teacher)

Royal Palm Charter  
SCHOOL

Employee Identification Number 976344030

7/16/2025

Date of Out-of-Field Assignment in ESOL (THIS SCHOOL YEAR)  
(The date an ELL student is placed in the Language Arts/English OR Reading teacher's class this school year.)

**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.

Vierge Guillaume 8/12/25  
Signature of Teacher Date

Shannon Siker 8/12/25  
Signature of Principal Date

**SUPERINTENDENT'S APPROVAL**

[Signature]  
Signature of Superintendent Designee  
Erik Brown, Board President

08/21/2025  
Date

**Please upload this form at the link that was provided with the new procedures.**  
**(within 30 days of assignment)**

**DO NOT SEND IN THE COURIER!**

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

Revised 6-5-2023

Dori Howard, Human Resources

SCHOOL BOARD OF BREVARD COUNTY  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6699

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

Mitchell, Tina  
LAST NAME, FIRST (teacher)

Royal Palm Charter  
SCHOOL

Employee Identification Number 965893608  
7/16/2025

Date of Out-of-Field Assignment in ESOL (THIS SCHOOL YEAR)  
(The date an ELL student is placed in the Language Arts/English OR Reading teacher's class this school year.)

**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.

Tina Mitchell 8/18/25  
Signature of Teacher Date

Shannon Swier 8/18/25  
Signature of Principal Date

**SUPERINTENDENT'S APPROVAL**

Erik Brown  
Signature of Superintendent Designee  
Erik Brown, Board President

08/21/2025  
Date

**Please upload this form at the link that was provided with the new procedures.**  
**(within 30 days of assignment)**

**DO NOT SEND IN THE COURIER!**  
Keep a copy of this form and parent notification at your school for auditing purposes.

Revised 6-5-2023  
Dori Howard, Human Resources

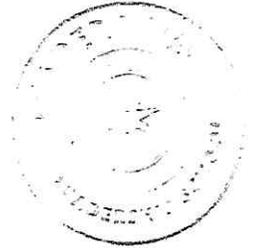


Royal Palm Charter School

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OUT-OF-FIELD APPROVAL REQUEST

Jones, Alicia  
LAST NAME, FIRST (teacher)

Royal Palm Charter  
SCHOOL

979564804  
Employee Identification Number

07/16/2025  
Date of Out-of-Field Assignment

5<sup>th</sup> Grade Math Teacher  
Subject Area (s)

OUT OF FIELD ASSIGNMENT:

       I understand that during the twelve (12) months following the date of this out-of-field assignment, I must complete six (6) semester hours of appropriate credit in the out-of-field area that I am currently teaching or two (2) endorsement courses. If I fail to submit proof of this course (transcripts or grade report), I will no longer be eligible to teach out-of-field in Brevard County Schools. Once you have completed the requirement you must apply to the FLDOE to add to the subject/endorsement to your certificate to be in compliance and certified.

OR

       I understand that I may take the subject area exam in the subject that I am teaching out-of-field in lieu of taking six (6) hours of credit or two (2) endorsement courses as outlined above. The test must be taken during the twelve (12) months following the date of this out-of-field assignment. (Exceptions: Guidance and Gifted) Once you have completed the requirement, you must apply to the FLDOE to add the subject/endorsement to your certificate to be in compliance and certified.

Alicia Jones 8/12/25  
Signature of Teacher      Date

Shannon Siben 8/12/25  
Signature of Principal      Date

SUPERINTENDENT/BOARD APPROVAL

Erik Brown  
Signature of Superintendent/Board Designee  
Erik Brown, Board President

08/21/2025  
Date

# Haddow Construction, Inc.

P.O. Box 560870 ~ Rockledge, FL 32956 (321) 631-7063

License #CBC1259694

July 25, 2025

Shannon Sviben, Principle  
Royal Palm Charter School  
7145 Babcock Street  
Palm Bay, FL 32909

## PRELIMINARY BUDGET FOR 35' x 65' Recreation Area

1.	Plans, Permits and Related	\$ 15,000.00
2.	Site Work:	31,500.00
	• Dirt work for slab and retention embankment	
	• Retention equalizing pipe and inlet	
	• Layout, field	
	• Final grade	
	• Compaction testing	
3.	Concrete slab	60,000.00
4.	Metal building – 35' x 65' x 20' eave height	42,627.73
	• Building erection	22,000.00
5.	Insulation, roof	3,000.00
6.	Landscape and irrigation	15,000.00
7.	Miscellaneous:	
	• Final As-Built drawings	2,000.00
	• Fire extinguishers	250.00
8.	Contractor's fee	22,965.33
9.	Contingency fund	10,000.00
	<b>Total Preliminary Budget</b>	<b>\$224,343.06</b>

*Note: No electric, plumbing or HVAC included in this quote.*

Submitted by,



Joseph W. Haddow



# Royal Palm Charter School

Year Round Schedule

Established July 2000

7135 S Babcock St. Palm Bay FL 32909 (321) 723-0650



## Events/Volunteer/Donation Opportunities

Families,

We wanted to give you an idea of the events that take place throughout the year, along with a brief overview of each event and the donations and volunteers needed, so that you can consider how you would like to participate and/or contribute.

**PALs Committee (Parents as Leaders)** - Meets monthly to discuss events, fundraisers, and needs of the classes/school. We ask for one parent representative for each classroom to help with classroom events/needs.

Ways to help: Attend meetings, participate in fundraisers, generate ideas, etc.

**All Pro Dads** – A monthly meeting for dads and children that takes place before school. All Pro Dads aims to inspire fathers to love and lead their families by providing guidance and practical tips for raising children.

Ways to help: donate breakfast for a meeting, assist in securing sponsors to provide breakfast, or attend meetings.

**WIG Celebrations** – Students track their “Wildly Important Goals” each quarter, and we like to celebrate all students, highlighting those who DID reach their goals! We host themed events featuring games, arts/crafts, and special treats for the students.

Ways to help: Volunteer to work at a station or donate items for snacks/games/crafts.

September 16 – Sailing into Leadership

December 17 – AARg you a leader?

March 11 – Surfing the Leadership Wave

June 4 – Integrity in Action: Field Day 2025

**Trunk or Treat** – Friday, October 24<sup>th</sup>. Students will go from classroom to classroom and trunk to trunk trick-or-treating.

Ways to help: Sign up to participate by decorating your trunk and distributing candy or donating candy.

**Student Led Conferences** – November 3-7 and February 16-20, 8:30 am – 9:30 am. Grade-level days will be distributed throughout the week. Students lead conferences for their parents and/or family members that can support their learning. Students review their WIGs (Wildly Important Goals) and their progress toward achieving those goals, as well as go through their Leadership Binders. Additionally, we offer a small breakfast for students/parents to participate.

**Winter Concert** – Friday, December 12<sup>th</sup>. Each grade level will sing three songs, Santa will be available for pictures, and a small take-home craft and snack will be provided.

Ways to help: Sign up to help decorate, prepare crafts, and/or snacks.

**Lighthouse Day** – This is our “Spring Fling” of sorts, celebrating our Leader in Me Lighthouse status. Each classroom sponsors a game booth and a themed silent auction basket. Tickets are sold for \$1 a piece to play games. This is one of our largest fundraisers, and the funds raised by class booths and baskets go directly to the classroom.

Ways to help: Solicit donations or donate items for the auction basket, volunteer an hour to work with your child to run the class booth, and buy tickets, bid on baskets, and have fun.

**Genius Day** – May 11-15, 8:30 am – 9:30 am. Grade-level days will be distributed throughout the week. Students will create a speech and presentation to share about their “genius”. Something that they excel in! They get to dress up to support the genius.

**Teacher Appreciation Week** – The PALs try to provide breakfast and lunch to the staff all week. Additionally, they try to provide a small gift as well.

Ways to help: Secure sponsors for breakfasts or lunches, donate breakfast and/or lunch items, give money or items toward teacher wish lists.

## FUNDRAISING

**Banner Sales** – We sell banners for advertising that are posted on the fence in the car loop. Ways to help: Purchase a banner or solicit businesses to purchase a banner. The cost is \$250, and a lower rate the following year. If you are interested, you can contact Mrs. Turbush at [marie.turbush@royalpalmcharter.com](mailto:marie.turbush@royalpalmcharter.com).

**Fundraising** - Takes place throughout the year to support events, classroom needs, and families in need of assistance with uniforms and activities.

August – Popcorn/cookie dough sales – school gets 40% of sales

8<sup>th</sup> grade \$1 chocolate bar sale

September – School mall – complete the booklet with addresses

November – Texas Roadhouse – Frozen rolls sale

Ways to help: Share fundraising ideas, lead a fundraiser, make sales, encourage others, or give a flat donation.

*There may be additional fundraisers that arise throughout the year, but we strive to limit them.*

**Kona Ice Fridays** – These events take place once a month and serve as a special treat for students, while also raising a small amount of money for our PALs committee. You will pay electronically through Kona.

## SERVICE PROJECTS

Each classroom chooses a service project during November/December to support our community. Previous projects have included, but are not limited to, collecting pet food for Halo, donating food to the local food bank, sending care packages to nursing homes and the military, and participating in the Scholastic Pajama Drive. We do a school-wide cereal drive for a local food bank.

Ways to help: Donate items toward your class or other classrooms’ projects.

**Middle School Dance** – Friday, February 20<sup>th</sup> for 6<sup>th</sup>-8<sup>th</sup> graders. 6:00 pm- 8:00 pm. \$10 donation.

Ways to help: \$10 donation, donate water and/or snacks.

**Elementary Dance** – Friday, May 15<sup>th</sup>, for 3rd-5th graders. 5:00 pm-7:00 pm. \$5 donation.

Ways to help: \$5 donation, donate water and/or snacks.

**Color Run** – Fun Run for grades VPK-2<sup>nd</sup>. Students wear white shirts and get powdered dye thrown on them as they run—\$5 donation.

Ways to help: \$5 donation, donate water and/or snacks.

## Shannon Sviben

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**From:** Shawn Arnold <sarnold@arnoldlawfirmllc.com>  
**Sent:** Wednesday, July 23, 2025 12:59 PM  
**To:** Shannon Sviben  
**Cc:** Savannah Howard  
**Subject:** 2025 Legislative Policies for Royal Palm Charter School  
**Attachments:** Cell Phone Policy (Royal Palm Charter 2025).docx; Instructional Employee Arrests Policy (Royal Palm Charter 2025).docx; Student Welfare Policy (Royal Palm Charter 2025).docx; Threat Management Policy (Royal Palm Charter 2025).docx

Hi Shannon,

As you know, every year we create policies for charter schools as necessary, depending on what is enacted by the Florida legislature. Here are the conformed ones for Royal Palm Beach. These four policies from the 2025 Legislative session are mandatory for adoption by your board. Please have these placed on the next governing board meeting if possible, for discussion and approval.

Below is a general overview of each which we can send out to board members in advance of the meeting:

1. **Student Welfare Policy:** This policy outlines parent notification requirements and procedures relating to student well-being, including health services and instruction. It also provides a framework for resolving parental concerns at the school, district, and state levels.
2. **Threat Management Policy:** This policy establishes school-based protocols for assessing and managing potential threats. It includes team composition, evaluation procedures, documentation standards, and coordination with law enforcement and mental health professionals.
3. **Wireless Communication Devices Policy:** This policy addresses the use of cell phones and similar devices by students during the school day and school events. The policy reflects statutory restrictions under HB 1105 (2025) and § 1006.07(2)(n), Florida Statutes, and includes enforcement mechanisms, defined exceptions, and a requirement that the policy be included in the Student/Parent Handbook.
4. **Instructional Staff Arrest Reporting Policy:** This policy sets requirements for staff self-reporting of arrests and criminal offenses and outlines the school's obligations for timely response and removal from the classroom, as required by law.

Please review the policies in detail and let us know if you have any questions. Note that the Student Welfare Policy and Wireless Communication Devices Policy are required to be included in the Student/Parent Handbook. The Threat Management Policy and Instructional Staff Arrest Reporting Policy do not need to be published in the handbooks but will require staff training to ensure compliance.

Let me know if you have any questions. Thanks!

Shawn A. Arnold, B.C.S.  
Florida Board Certified Education Lawyer  
Licensed in Florida, Georgia, and Colorado  
3840 Crown Point Rd, Ste. B  
Jacksonville, FL 32257

**ROYAL PALM CHARTER SCHOOL, INC.**

**STUDENT WELFARE POLICY**

**Adopted and Effective:** Aug 21 2025

- I. **PURPOSE.** This is the Student Welfare Policy of Royal Palm Charter School, Inc. (the "School"). In compliance with HB 443 (2025), §1002.33(16)(b)(17), F.S. and Rule 6A-6.0791, Florida Administrative Code, this policy reflects the rights of parents and the obligations of the School relating to student welfare.
- II. **TYPES OF CONCERNS COVERED.** The "Parental Rights in Education" law, also known as House Bill 1557 (2022), set forth specific procedures for complaints or disputes falling into those categories detailed in Section 1001.42(8)(c)1.-7, Florida Statutes, and on the "Parental Request for Appointment of a Special Magistrate" form published by the Florida Department of Education and available [here](#).

**PARENTAL NOTIFICATION**

- a) The School will notify a student's parent in writing if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The School acknowledges the fundamental right of parents to make decisions regarding the upbringing and control of their children. School personnel will encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.
- b) School personnel are prohibited from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being. School personnel may only withhold such information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect, as those terms are defined in section 39.01 Florida Statutes.
- c) At the beginning of the school year, the School will notify parents of each health care service offered at the School and the option to withhold consent or decline any specific service in accordance with section 1014.06 Florida Statutes. Parental consent to a health care service does not waive the parent's right to access his or her student's educational or health records or to be notified about a change in his or her student's services or monitoring as provided by this paragraph.
- d) Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, the School will provide the questionnaire or health screening form to the parent and obtain the permission of the parent.

### **INSTRUCTION AND TRAINING**

- a) Classroom instruction by School personnel or third parties on sexual orientation or gender identity will not occur in prekindergarten through grade 8, except when required by sections 1003.42(2)(o)3. and 1003.46 Florida Statutes. If such instruction is provided in grades 9 through 12, the instruction must be age-appropriate or developmentally appropriate for students in accordance with state standards.
- b) Student support services training developed or provided by the School will adhere to student services guidelines, standards, and frameworks established by the Department of Education.

### **III. CONFLICT RESOLUTION**

A parent shall use the following procedure to notify the principal, or his or her designee, regarding concerns under regarding student welfare instruction and training list in this policy:

- a) The parent shall send the principal a written complaint. The parent's concern must describe the nature of the dispute and describe the resolution or relief sought with the School. The complaint shall be delivered to the principal via hand delivery, U.S. Mail or email. The principal (or designee) shall provide a written response to the parent within seven (7) days of receiving the complaint. For the purposes of this policy, "days" shall mean business days and exclude state, federal and School holidays.
- b) If the parent remains aggrieved after receiving the response from the School, the parent has a right to seek relief from the local school district.
- c) Within thirty (30) days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern. The School shall fully cooperate in the resolution procedures of the school district, and shall comply with the school district's decision for resolution of the complaint.
- d) If a concern is not resolved by the school district, the parent may:
  - i. Request the Commissioner of Education to appoint a special magistrate who is a member of The Florida Bar in good standing and who has at least 5 years' experience in administrative law. The parent shall use the Parental Request for Appointment of a Special Magistrate for Charter School Students, Form CSSM-1 6A-6.0791, which the School shall provide to the parent upon request (or available at the link in Section I of this policy). The special magistrate will determine facts relating to the dispute over the School procedure or practice, consider information provided by the School, and render a recommended decision for resolution to the State Board of Education within 30 days after receipt of the request by the parent. The State Board of Education will approve or reject the recommended decision at its next regularly scheduled meeting that is more than 7 calendar days and no more than 30 days after the date the recommended decision is transmitted.

- ii. Bring an action against the School or school district to obtain a declaratory judgment that the School procedure or practice violates sections 1002.20 and 1014.04 Florida Statutes, and seek injunctive relief. A court may award damages and shall award reasonable attorney fees and court costs to a parent who receives declaratory or injunctive relief.
- e) The School shall include this policy in its Student Handbook and shall post it on the School's website to notify parents of the conflict resolution procedures.
- f) The School shall designate at least one person responsible for responding to inquiries from the Florida Department of Education regarding a request for appointment of a Special Magistrate and shall notify the Department of Education of the name and email address of the individual.
- g) Nothing contained within this policy shall be construed to abridge or alter rights of action or remedies in equity already existing under the common law or general law.

**Board Secretary Certificate**

I hereby certify that the foregoing Policy on Student Welfare was adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on August 21, 2025.

Rachel Costa  
Board Secretary  
Rachel Costa  
Printed Name

**ROYAL PALM CHARTER SCHOOL, INC.**  
**THREAT MANAGEMENT POLICY**

**Effective Date:**

Royal Palm Charter School, Inc. (the "School") shall establish a "**School Based Threat Management Team**" or "**SBTMT**" in accordance with Section 1006.07(7), F.S.. The primary purpose of a SBTMT is to minimize the risk of violence at the school. The SBTMT is responsible for the coordination of resources and assessment and intervention of individuals whose behavior may pose a threat to the safety of school staff or students.

**A. Definitions.**

- "**District Threat Management Coordinator**" or "**DTMC**" means the School District employee that oversees threat management at all K-12 schools, including charter schools contracted by or under contract with the district.
- "**Florida Harm Prevention and Threat Management Model**" or "**Florida Model**" means the Florida-specific behavioral threat management process required by Section 1001.212(12), F.S. The Florida Model consists of the Florida Threat Management Manual and the Florida Harm Prevention and Threat Management Instrument ("Instrument"). Under the Florida Model, threats and reports of concerning behavior or concerning communications are categorized as having a low, medium, or high level of concern.
- "**School-based mental health services provider**" means a school psychologist certified under Rule 6A4.0311, F.A.C., a school social worker certified under Rule 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by the District or the School to provide mental health services.
- "**Statewide Threat Management Portal**" or "**STMP**" means the instrument managed by the Office of Safe Schools at such time as it comes available and as referenced in Rule 6A-1.0018, F.A.C.
- "**Student Support Management Plan**" or "**SSMP**" means an ongoing intervention and monitoring plan implemented by the SBTMT. The SSMP may impose requirements on a student of concern for a defined period of time based on the level of concern. The SSMP is reviewed each month by the SBTMT.
- "**Reasonable effort to notify**" means the exercise of reasonable diligence and care to make contact with the student's parent or guardian, typically through the contact information shared by the parent or guardian with the School.
- "**Threat Assessment**" means the protocols used to assess concerning behavior and threats. Threat assessment protocols are a series of documents, also referred to as a "threat assessment instrument," comprised of an intake and disposition form; student of concern questionnaire; parent/guardian questionnaire; witness/target of violence questionnaire; teacher survey; and mental health assessments used to help evaluate whether behaviors or communications indicate that a student poses a risk of harm and what services are appropriate to mitigate that risk. The threat assessment process results in comprehensive information gathering from multidisciplinary sources, including law enforcement, mental health, and school records.
- "**Threat Management**" means the systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat

management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The SSMP is part of the threat management process. The threat management process is ongoing and ends only when the SBTMT deems it appropriate under the circumstances, or responsibility is transferred to another Threat Management Team.

## **B. Florida Model Threat Assessments**

- The School must have a SBTMT comprised of four members (the “Core Four”), at a minimum, including persons with expertise in counseling, instruction, school administration, and law enforcement. The Principal is responsible for appointing team members. The SBTMT must also include a member with personal knowledge of the student of concern who is the subject of threat management. Team members must meet the following requirements:
  - The counseling team member must be a school-based mental health services provider that is able to access student mental health records. This must not be the Principal, or equivalent
  - The instructional team member must meet the definition of instructional personnel under Section 1012.01(2)(a)-(d), F.S., or must hold a current Florida Educator Certificate under Section 1012.56, F.S. This must not be the Principal, or equivalent
  - The School administrator team member must meet the definition of administrative personnel found in Section 1012.01(3), F.S. This should not be the Principal unless they are the only administrator at the School. In the event the Principal is the only administrator at the School, the Principal must notify the district’s DTMC.
  - The law enforcement team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, school-safety officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a SBTMT must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-based SBTMTs must also have clearance to review Criminal Justice Information and Criminal History Record Information. A school guardian, as defined under Section 1006.12(3), F.S., or a school security guard, as defined under Section 1006.12(4), F.S., may not serve as the law enforcement member of a SBTMT. This must not be the Principal, or equivalent.
  - If none of the team members are familiar with the student of concern, the SBTMT Chair must assign an instructional staff member who is familiar with the student to consult with and provide background information to the SBTMT.
  - The Principal must appoint a Chair and Vice Chair of the SBTMT. The Chair serves as the point person for threat management at the school-level and is responsible for triaging reported threats or concerning behavior and communications to determine whether the matter should be summarily closed or whether it should be reviewed by the full SBTMT. The Vice Chair will serve as Chair when the Chair is unavailable.
- The SBTMT must follow the following procedures in accordance with state law and administrative rule:
  - The SBTMT must use the Florida Model to assess the behavior of students who may pose a threat of harm to themselves or others and to coordinate intervention and services for such students. All reported threats or concerning behaviors and communications, even

those determined to be unfounded, must be documented by the SBTMT along with any resultant action, using the Florida Model Instrument.

- The SBTMT may meet as often as necessary to address applicable threats. If the SBTMT meets to address a threat, it is not required to hold another meeting during the same month unless an additional applicable threat or event arises. In any month with no applicable threats or events, the Core Four must meet at least once to discuss the general affairs of the SBTMT. Every meeting of the full SBTMT or the Core Four must include a record of attendees, any cases discussed (if applicable), other matters addressed, actions taken, and the date and time of the meeting. The SBTMT must refer individuals for crisis intervention or mental health services as necessary pursuant to s.112.584(4) F.S. and refer for self-harm as necessary pursuant to s.394.463, F.S.
- The SBTMT must report quantitative data about the threat assessments team's activities to the Office of Safe Schools, as required by law.

### **C. Training Requirements**

- The SBTMT must be designated before the start of the school year. Team members who have not previously completed training must complete Day One Florida Model Training before the start of the school year. Those appointed to SBTMTs after the start of the school year must complete Day One Florida Model Training within sixty calendar (60) days of appointment. Team members who have been fully trained in a previous school year must complete an annual refresher training provided by the Office within the first sixty (60) days of school.
- Any team member who does not complete the annual refresher within the first sixty (60) calendar days of school must not serve on the SBTMT in any capacity until such time as they retake and successfully complete Day One Florida Model Training.

### **D. Notification**

The School must notify in the following circumstances:

- If the SBTMT Chair determines the report of a concerning behavior or threat is a Low level of concern and summarily closes the case, the Chair must use reasonable efforts to notify the parent or guardian of the student of concern.
- If the Chair does not summarily close the case and refers it to the SBTMT, reasonable efforts must be made to notify the student of concern's parent or guardian on the same day the SBTMT assigns the preliminary and final level of concern.
- If the preliminary level of concern is High, the SBTMT Chair must notify the superintendent or designee to ensure that the notice requirements of Section 1006.07(7)(e), F.S., are met.
- Parents or guardians must also be notified if the threat management process reveals information about their student's mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP.
- Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair must provide a copy of the SSMP to the student of concern's parent or guardian. The targeted student's parent or guardian should also be informed that an SSMP has been implemented.
- Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the

school day that the report was received unless the Chair has determined the concern is unfounded. As provided for in the Florida Harm Prevention and Threat Management Manual, the unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. If there is any doubt, the case should be forwarded to the SBTMT for further evaluation and parent notification should occur.

- Nothing herein prevents the School from notifying parents or guardians if they believe it is in the best interest of the student.

The SBTMT Chair must document all attempts to make contact with the parent or guardian. Timelines for required notice may be modified where the SBTMT reasonably believes and documents that such disclosure would result in abuse, abandonment, or neglect, as defined in Section 39.01, F.S.

#### **E. Education**

- Annually, Students, Faculty, and Staff must be provided guidance for identifying and reporting concerning behavior or threats. Students may report concerning behavior on FortifyFL, to their teacher, any staff member, or directly to the Principal. Staff members who have received a report from a child or need to make their own report must report immediately and directly to the Principal.
- Upon receiving reports of threats or concerning behavior, if necessary, the Principal or their designee will make referrals to mental health services, pursuant to Section 1012.584(4), F.S., or referrals for threats of self-harm, consistent with Section 394.463, F.S.

#### **F. Reporting & Sharing Information**

- Threat assessments and records related to threat management are considered education records as defined by the Family Educational Rights and Privacy Act (“FERPA”) and Sections 1002.22 and 1002.221, F.S. Policies relating to access, maintenance, and retention of these records must be consistent with Rule 6A-1.0955, F.A.C., Education Records.
- Upon a preliminary determination by the SBTMT that a student poses a threat of violence to himself or herself or others or exhibits significantly disruptive behavior or need for assistance, authorized members of the SBTMT may obtain criminal history record information about the student. A member of a SBTMT may not disclose any criminal history record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the SBTMT.
- All school personnel will report to the Principal about any individual who is suspected of posing a threat to school safety. If the threat is imminent, the Principal may take any necessary action to avert a crisis situation but will report the incident to the SBTMT as soon as feasible. Otherwise, the Principal will convene the SBTMT to assess the threat.
- Upon a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, the SBTMT shall immediately report its determination to the Principal, or his or her designee. The Principal, or his or her designee, shall immediately attempt to notify the student’s parent or legal guardian. Nothing in this subsection shall preclude school personnel from acting immediately to address an imminent threat.
- The School will comply with all documentation and reporting requirements, as required by law, including meeting documentation requirements to be provided to the school district pursuant to Rule 6A-1.0019(4)(f), F.A.C.

- The School will comply with all data reporting requirements, including the STMP, as required by applicable law and administrative rules.

**Board Secretary Certificate**

I hereby certify that the foregoing policy was adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on August 21, 2025.

Rachel Costa  
Board Secretary

Rachel Costa  
Printed Name

8/22/25  
Date

**ROYAL PALM CHARTER SCHOOL, INC.**  
**POLICY ON WIRELESS COMMUNICATION AND OTHER ELECTRONIC DEVICES**

Adopted and Effective: August 21, 2025

1. **Purpose.** This is the Policy on Wireless Communication And Other Electronic Devices of Royal Palm Charter School, Inc. (the "School"). In compliance with HB 1105 (2025) and §1006.07(2)(n), Florida Statutes, this policy establishes rules for student use of wireless communication devices to promote a safe and distraction-free learning environment.

2. **Definitions.**

- **Wireless Communication Device:** Any device capable of wireless voice, text, or internet communication, including but not limited to mobile phones, smart watches, tablets, and similar personal electronics.
- **Instructional Time:** Time during which a student is actively engaged in academic instruction or testing under the supervision of instructional personnel.
- **School Day:** The period from the time a student arrives on campus until the conclusion of dismissal and shall include field trips.
- **School-Sponsored Event And Activities:** Events and/or activities that take place on or off the school property but are school-sponsored events, including, but not limited to, extra-curricular activities, athletics, and school performances. This shall include school transportation.

3. **General Prohibition.** For Elementary and Middle School Students, the use of wireless communication devices is prohibited at all times during the school day, including recess, lunch and class transitions on campus, unless an exception under this policy applies. High School Students are prohibited from using wireless communication devices during instructional time, except when specifically authorized by instructional personnel solely for educational purposes. All wireless communications devices for all grade levels must be powered off or in airplane mode and locked in cell phone locker.

4. **Use of Wireless Communications Devices Outside of the School Day.** At all times while on school property or at a school-sponsored event or activity, students are required to demonstrate appropriate and proper use of their wireless communications devices, as determined by school personnel. Inappropriate or improper use shall include, but not be limited to, that which disrupts the environment or interferes with the safety of students, staff, or property. Photographs and video recordings may only occur with the consent of the person who is the subject of the photograph/video. Students who use wireless communication devices in the commission of a criminal act while on school property or in attendance at a school-sponsored event or activity may face school disciplinary action and/or criminal penalties.

5. **Exceptions.** Use of a wireless communication device may be permitted for the following reasons:

- As required by the student's Individualized Education Plan (IEP) or Section 504 Accommodation Plan.

- A doctor's note from a physician licensed under chapter 458 or chapter 459 certifying in writing that the student requires the use of a wireless communications device based upon valid clinical reasoning or evidence.
- In locations designated by the school administrator and during non-instructional time, with express permission.
- Nothing in this policy shall be construed to prevent appropriate use of a wireless communication device during an emergency, safety drill, lockdown, or at the direction of school personnel acting in response to an immediate concern.

6. **Enforcement.** Students in violation of this policy will be subject to disciplinary consequences under the School's Student/Parent Cell Phone or Wireless Communication Device Contract. Repeated violations of this policy will result in the confiscation of the wireless communications device and the device will be released only to the parent.

7. **Parental Notification and Consent.** This policy shall be included annually in the Parent/Student Handbook. Parents and guardians are encouraged to review the policy to ensure awareness of expectations regarding student use of wireless communication devices. Students carry wireless communications devices at their own risk. The school is not responsible if a student's wireless communication device is lost or stolen while in school, in attendance at a school-sponsored event or activity, or while on school transportation.

This policy may be updated pending release by the Florida State Board of Education of a model cell phone policy during the 2025-2026 school year.

**Board Secretary Certificate**

I hereby certify that the foregoing Policy on Wireless Communication and Other Electronic Devices was adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on August 21, 2025.

Rachel Costa  
Board Secretary  
Rachel Costa  
Printed Name



# Royal Palm Charter School

Year Round Schedule

Established July 2000

7135 S Babcock St. Palm Bay FL 32909 (321) 723-0650



## Royal Palm Charter School 2025-2026

### Student/Parent Cell Phone or Wireless Communication Device Contract

Protecting students, staff and maintaining the integrity of the learning environment is our top priority.

I understand that:

Cell phones and other electric devices will be locked in a locker at the beginning of the day and retrieved at dismissal.

Devices should be turned off or silenced. Ringing or vibrating during the day may result in confiscation of the phone and disciplinary action.

A key will be checked out to the student and they will keep the same locker/key for the entirety of the school year. **They must leave the numbered key tag on the key.**

**If the key is lost and it needs to be replaced there will be a fee of \$10.**

Students will not be allowed to access their electronic devices during the school day without permission and supervision of administration.

Failure to follow this rule will result in the cell phone being confiscated and turned in to administration for pick up by a parent or guardian.

Failure to follow this rule 3 times will result in the cell phone being confiscated and turned in to administration for pick up by a parent or guardian and will result in a discipline referral. Disciplinary action can include after-school detention or suspension.

Failure to follow this rule 3 times or more may result in the student losing the privilege to be able to bring the device to school permanently or for a period of time as determined by an administrator.

This locker may be opened by an administrator when I am not present and its contents examined.

*Royal Palm Charter School is not responsible for any theft or damage of student's electronic device while on school grounds.*

*The school is not obligated to investigate the loss or damage of any device.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Cellphone make and model \_\_\_\_\_ Cellphone number \_\_\_\_\_

(This information may be used in any attempt to locate a device should it be lost or stolen) \*\*Should you acquire a new device you must submit the information to the office immediately\*\*

**ROYAL PALM CHARTER SCHOOL, INC.**  
**POLICY ON STAFF ARREST REPORTING**

Adopted and Effective: August 21, 2025

- I. **Purpose.** This is the Policy on Staff Arrest Reporting of Royal Palm Charter School, Inc. (the "School"). In compliance with §1012.22 F.S., Chapter 435 F.S., Rule 6A-10.081 F.A.C. and other applicable laws and administrative rules. This policy establishes a procedure for staff who have been arrested.
  
- II. **Self-Reporting Required by Florida Law.** In compliance with Senate Bill 1374 (2025) and §1012.799, F.S., instructional personnel and administrative personnel shall self-report within 48 hours to the charter school, any arrest for a felony offense or for a misdemeanor offense listed in §435.04(2) (see Appendix A). Such self-report is not considered an admission of guilt and is not admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory and adjudicatory. In addition, instructional personnel and administrative personnel shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or nolo contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, the charter school shall comply with the confidentiality provisions of §§943.0585(4)(c) and 943.059(4)(c), F.S.
  
- III. **Additional Self-Reporting Requirements.** In addition to the above-stated legal obligation of instructional and administrative employees, the School requires **all** employees to notify the Principal (or, in the case of a Principal, to the Board Chair) in writing of **any** arrest or charge for any reason within 48 hours, whether or not such offense is related to the offenses listed in Appendix A.
  
- IV. **Mandatory Removal.** Pursuant to §1012.22 F.S. the School, upon notice of an instructional staff member having been arrested or charged with any felony offense or for a misdemeanor offense listed in §435.04(2) F.S. must remove such staff member from the classroom within 24 hours of notification by the staff member or law enforcement of the arrest or charge..

Removal may be accomplished by allowing an employee to perform non-instructional work away from the student population, allowing the employee to take an unpaid leave of absence during the pendency of the related investigation by law enforcement, or termination of employment. The School retains sole and absolute discretion to determine the removal option that is appropriate in each circumstance.

- V. **Discretionary Removal.** In addition to the grounds for removal set forth in section IV, the School may, in its own discretion, remove an instructional staff member from the classroom based on any other offense reported to the School. Such removal may be accomplished by any of the methods described in section IV.
- VI. **Violations.** Failure to report any arrest or charge to the Principal (or Board Chair, as appropriate) within 48 hours of such arrest shall result in discipline up to and including termination.
- VII. Administration will review this policy and work with legal counsel to determine if Legislative updates require amendments to this policy.

**Board Secretary Certificate**

I hereby certify that the foregoing Policy on Staff Arrest Reporting was adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on August 21, 2025.

Rachel Cor  
Board Secretary  
Rachel Costa  
Printed Name

## APPENDIX A.

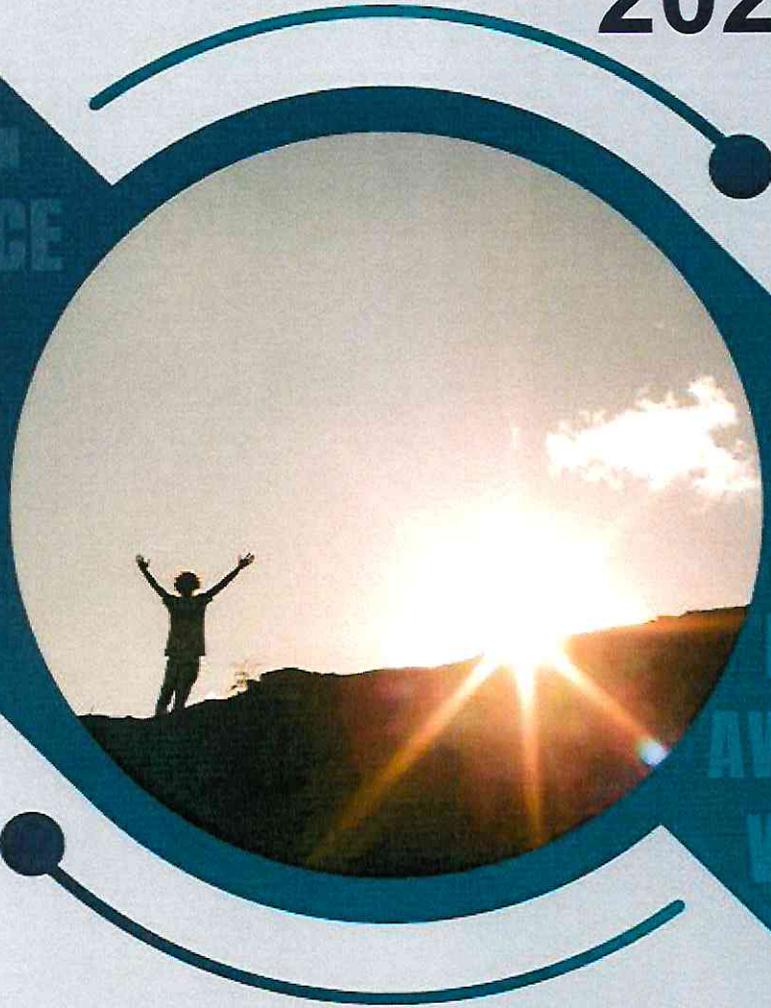
- a) Section 39.205, relating to the failure to report child abuse, abandonment, or neglect.
- b) Section 393.135, relating to sexual misconduct with certain developmentally disabled clients and reporting of such sexual misconduct.
- c) Section 394.4593, relating to sexual misconduct with certain mental health patients and reporting of such sexual misconduct.
- d) Section 414.39, relating to fraud, if the offense was a felony.
- e) Section 415.111, relating to adult abuse, neglect, or exploitation of aged persons or disabled adults.
- f) Section 777.04, relating to attempts, solicitation, and conspiracy to commit an offense listed in this subsection.
- g) Section 782.04, relating to murder.
- h) Section 782.07, relating to manslaughter, aggravated manslaughter of an elderly person or disabled adult, or aggravated manslaughter of a child.
- i) Section 782.071, relating to vehicular homicide.
- j) Section 782.09, relating to killing of an unborn child by injury to the mother.
- k) Chapter 784, relating to assault, battery, and culpable negligence, if the offense was a felony.
- l) Section 784.011, relating to assault, if the victim of the offense was a minor.
- m) Section 784.021, relating to aggravated assault.
- n) Section 784.03, relating to battery, if the victim of the offense was a minor.
- o) Section 784.045, relating to aggravated battery.
- p) Section 784.075, relating to battery on staff of a detention or commitment facility or on a juvenile probation officer.
- q) Section 787.01, relating to kidnapping.
- r) Section 787.02, relating to false imprisonment.
- s) Section 787.025, relating to luring or enticing a child.
- t) Section 787.04(2), relating to taking, enticing, or removing a child beyond the state limits with criminal intent pending custody proceedings.
- u) Section 787.04(3), relating to carrying a child beyond the state lines with criminal intent to avoid producing a child at a custody hearing or delivering the child to the designated person.
- v) Section 787.06, relating to human trafficking.
- w) Section 787.07, relating to human smuggling.
- x) Section 790.115(1), relating to exhibiting firearms or weapons within 1,000 feet of a school.
- y) Section 790.115(2)(b), relating to possessing an electric weapon or device, destructive device, or other weapon on school property.
- z) Section 794.011, relating to sexual battery.
- aa) Former s. 794.041, relating to prohibited acts of persons in familial or custodial authority.
- bb) Section 794.05, relating to unlawful sexual activity with certain minors.
- cc) Section 794.08, relating to female genital mutilation.
- dd) Chapter 796, relating to prostitution.
- ee) Section 798.02, relating to lewd and lascivious behavior.

- ff) Chapter 800, relating to lewdness and indecent exposure and offenses against students by authority figures.
- gg) Section 806.01, relating to arson.
- hh) Section 810.02, relating to burglary.
- ii) Section 810.14, relating to voyeurism, if the offense is a felony.
- jj) Section 810.145, relating to digital voyeurism, if the offense is a felony.
- kk) Chapter 812, relating to theft, robbery, and related crimes, if the offense is a felony.
- ll) Section 817.563, relating to fraudulent sale of controlled substances, only if the offense was a felony.
- mm) Section 825.102, relating to abuse, aggravated abuse, or neglect of an elderly person or disabled adult.
- nn) Section 825.1025, relating to lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled adult.
- oo) Section 825.103, relating to exploitation of an elderly person or disabled adult, if the offense was a felony.
- pp) Section 826.04, relating to incest.
- qq) Section 827.03, relating to child abuse, aggravated child abuse, or neglect of a child.
- rr) Section 827.04, relating to contributing to the delinquency or dependency of a child.
- ss) Former s. 827.05, relating to negligent treatment of children.
- tt) Section 827.071, relating to sexual performance by a child.
- uu) Section 831.311, relating to the unlawful sale, manufacture, alteration, delivery, uttering, or possession of counterfeit-resistant prescription blanks for controlled substances.
- vv) Section 836.10, relating to written or electronic threats to kill, do bodily injury, or conduct a mass shooting or an act of terrorism.
- ww) Section 843.01, relating to resisting arrest with violence.
- xx) Section 843.025, relating to depriving a law enforcement, correctional, or correctional probation officer means of protection or communication.
- yy) Section 843.12, relating to aiding in an escape.
- zz) Section 843.13, relating to aiding in the escape of juvenile inmates in correctional institutions.
- aaa) Chapter 847, relating to obscene literature.
- bbb) Section 859.01, relating to poisoning food or water.
- ccc) Section 873.01, relating to the prohibition on the purchase or sale of human organs and tissue.
- ddd) Section 874.05, relating to encouraging or recruiting another to join a criminal gang.
- eee) Chapter 893, relating to drug abuse prevention and control, only if the offense was a felony or if any other person involved in the offense was a minor.
- fff) Section 916.1075, relating to sexual misconduct with certain forensic clients and reporting of such sexual misconduct.
- ggg) Section 944.35(3), relating to inflicting cruel or inhuman treatment on an inmate resulting in great bodily harm.
- hhh) Section 944.40, relating to escape.

- iii) Section 944.46, relating to harboring, concealing, or aiding an escaped prisoner.
- jjj) Section 944.47, relating to introduction of contraband into a correctional facility.
- kkk) Section 985.701, relating to sexual misconduct in juvenile justice programs.
- lll) Section 985.711, relating to contraband introduced into detention facilities.

2025-26 |

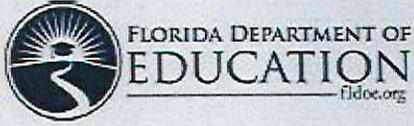
HOPE  
COMMUNICATION  
RESILIENCE  
WELLNESS  
KINDNESS



FAMILY  
POSITIVITY  
AWARENESS  
WELLNESS  
MENTAL  
HEALTH

**Brevard - ROYAL PALM CHARTER SCHOOL  
MENTAL HEALTH APPLICATION**

*Mental Health Assistance Allocation Plan*



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## I. Introduction

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### Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. (*Section [s.] 1006.041, Florida Statutes [F.S.]*)

### Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2025**.

### There are two submission options for charter schools:

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

## II. MHAA Plan

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### A. MHAA Plan Assurances

#### 1. Charter School Assurances

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



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



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



Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.



The MHAA Plan was approved by the charter governing board.



The MHAA Plan was provided to the District to review for compliance.



The MHAA Plan must be focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Section 1006.041, F.S.



District assessment procedures, at a minimum, include the use of an approved assessment tool as required by Senate Bill 1620 (effective July 1, 2025).



## 2. Charter Governing Board Policies

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



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



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



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



District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, Florida Administrative Code.



Assisting a mental health services provider or a behavioral health provider as described in s. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.



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



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



A system is in place to measure the program outcomes outlined in s.1006.041, F.S.



## B. Charter Program Implementation

### Evidence-Based Program (EBP) #1

#### Evidence-Based Program (EBP)

Child/Teen Safety Matters

Identify the source of the evidence-based program chosen.

*If there are multiple sources, please select only one.*

Other: Monique Burr Foundation

#### Tier(s) of Implementation

Tier 2

#### Describe the key EBP components that will be implemented.

Child Safety Matters is an evidence-based program. It is based on public health and social frameworks for prevention. Prevention practices include cognitive behavioral theory, healthy sexual development, and trauma-informed practices with a focus on developmental stages. The curriculum educates to protect children and teens from bullying, abuse, and victimization.

#### Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

The evidence based prevention education program will be implemented by the School Counselor for grades K-8; as appropriate in a classroom setting. Topics target digital safety, physical/emotional safety, mental health and substance use. Students will be taught the five safety rules of prevention.

Digital

safety and physical/emotional safety are four lessons. Supplemental lessons includes mental health and substance use which are presented in three lessons.

#### High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

The support outcome will increase student knowledge and resistance skills. Students will be empowered with strategies to encourage mental wellness, healthy coping, and refusal skills, as well as insight concerning substance use and abuse.

## Evidence-Based Program (EBP) #2

### Evidence-Based Program (EBP)

Life Skills Training (Gilbert Botvin)

Identify the source of the evidence-based program chosen.

*If there are multiple sources, please select only one.*

### Tier(s) of Implementation

Tier 1

### Describe the key EBP components that will be implemented.

Botvin Life Skills Training is a substance abuse and violence prevention program. Learning objectives are: personal and self-management skills, general social skills, and drug resistance skills. It is aligned to CASEL'S social and emotional learning competencies.

### Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

The School Counselor will implement the lessons. Lessons will be taught one time per week for eight 40-minute class sessions to grades 3, 4, and 5. Specific skills taught include empathy, friendship building, problem-solving, tobacco use prevention, anxiety and stress reduction, decision-making, and positive communication.

### High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

The supports will enable students to learn skills that improve self-esteem, develop problem-solving ability, and promote a reduction in stress, anxiety, and anger. Students will develop skills in the areas of clear communication, relationship building, assertiveness, and violence prevention. Students will understand the importance of resisting pressures to use tobacco, alcohol, and other drugs.

## Evidence-Based Program (EBP) #3

### Evidence-Based Program (EBP)

Youth Mental Health First Aid

Identify the source of the evidence-based program chosen.

*If there are multiple sources, please select only one.*

Other: National Council for Mental Wellbeing

### **Tier(s) of Implementation**

Tier 1

### **Describe the key EBP components that will be implemented.**

---

The implementation of Youth Mental Health First Aid (YMHFA) will follow evidence-based practice (EBP) by incorporating the best available research, clinical expertise, and youth and family values. The program is grounded in proven methods for increasing mental health literacy, reducing stigma, and promoting early intervention. Trained facilitators will deliver the curriculum with fidelity, while ensuring it is culturally responsive and aligned with the specific needs of the youth population. Continuous evaluation and feedback will guide quality improvement and sustain program effectiveness.

### **Early Identification**

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

---

Our school will implement the evidence-based Youth Mental Health First Aid (YMHFA) program to train staff in recognizing and responding to early signs of mental health and substance use issues. This training will improve early identification and referral for students at risk of social, emotional, or behavioral problems, including depression, anxiety, or suicidal thoughts. By building staff capacity to support students facing trauma or violence, we will strengthen our overall system of care and promote a safer, healthier school environment.

### **High Risk Students**

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

---

Our school will deliver evidence-based mental health care through comprehensive school-based services. Licensed counselors will provide on-campus assessment, diagnosis, and treatment, including evidence-based interventions like CBT and trauma-informed counseling. Students will be referred to partnering providers or community agencies as needed. This integrated approach ensures that students with, or at risk for, mental health or co-occurring substance use disorders receive

accessible, timely, and effective support within the school setting.

## Evidence-Based Program (EBP) #4

### Evidence-Based Program (EBP)

Mental and Emotional Health Education

Identify the source of the evidence-based program chosen.

*If there are multiple sources, please select only one.*

Other: Brevard Public Schools

### Tier(s) of Implementation

Tier 1

### Describe the key EBP components that will be implemented.

Mental and Emotional Health Education is a curriculum developed by the Brevard County District. Licensed and certified mental health professionals developed lessons. Resources used include, but are not limited to, evidence-based materials such as Kids Health, Teen Mental Health, Teen NIDA, Everfi, and Healthy Body Systems. The curricular targets mental health and substance use/abuse.

### Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

The School Counselor will implement a five hour classroom instruction on mental and emotional health to grades 6-8. Also included are lessons on substance use/abuse for grades K-8. The curricular addresses mental and emotional wellness, nutrition, internet safety, substance use and abuse.

### High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

The supports will enable students to identify community resources, warning signs, and symptoms of mental illness. They will have knowledge of indicators of substance addiction.

## Evidence-Based Program (EBP) #5

### Evidence-Based Program (EBP)

**Franklin Covey Leader in Me**

Identify the source of the evidence-based program chosen.

*If there are multiple sources, please select only one.*

Other: Franklin Covey

**Tier(s) of Implementation**

Tier 1

**Describe the key EBP components that will be implemented.**

The FranklinCovey Leader in Me program uses evidence-based practices by providing explicit social-emotional learning instruction, building a positive school climate, and developing student leadership skills. It offers schoolwide Tier 1 supports, family engagement, and staff training to promote SEL, improve behavior, and strengthen academic success

**Early Identification**

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Our school will implement evidence-based mental health services through the Leader in Me program by embedding social-emotional learning (SEL) and leadership development into daily instruction and school culture. Leader in Me explicitly teaches skills like self-awareness, emotional regulation, and responsible decision-making, helping staff and students identify early signs of social, emotional, or behavioral problems. By fostering a safe, supportive, and inclusive climate, the program reduces the risk of issues such as depression, anxiety, or suicidal thoughts and supports students coping with trauma or violence through consistent, schoolwide, trauma-informed practices.

**High Risk Students**

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Through the Leader in Me program, our school will strengthen evidence-based mental health supports by promoting early identification and referral for assessment and diagnosis through daily social-emotional learning and staff training. While Leader in Me itself is a Tier 1 universal SEL framework, it helps staff recognize signs of mental health or substance use concerns early. Students identified as at risk will be referred to school-based mental health professionals for evidence-based assessment, diagnosis, and treatment, including counseling and care coordination. This approach

ensures students with or at high risk for mental health or co-occurring substance use diagnoses receive timely, integrated intervention and recovery supports.

## C. Direct Employment

### 1. Plan Direct Employment

*Total student population as of August 1, 2025* **347**

#### **School Counselor**

Current Ratio as of August 1, 2025: **1:347**

#### **School Counselor**

2025-2026 proposed Ratio by June 30, 2026: **1:347**

#### **School Social Worker**

Current Ratio as of August 1, 2025: **0:347**

#### **School Social Worker**

2025-2026 proposed Ratio by June 30, 2026: **0:347**

#### **School Psychologist**

Current Ratio as of August 1, 2025: **0:347**

#### **School Psychologist**

2025-2026 proposed Ratio by June 30, 2026: **0:347**

#### **Other Licensed Mental Health Provider**

Current Ratio as of August 1, 2025: **0:347**

#### **Other Licensed Mental Health Provider**

2025-2026 proposed Ratio by June 30, 2026: **0:347**

## 2. Policy, Roles and Responsibilities

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

---

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

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

---

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

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

---

Royal Palm has developed community partnerships to improve access to school-based mental health supports. These school and community-based partners promote ongoing school safety efforts through crisis prevention, preparedness, response, and recovery, utilizing crisis training and plans. School-based mental health providers: School counselors provide mental health training to staff and students, addressing behavioral issues that impact the school climate. The school psychologist consults with teachers, parents, and the school counselor to provide support to address mental and behavioral health.

## 3. Community Contracts/Interagency Agreements

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

---

Community contracts/interagency agreements are primarily established through the Brevard School District. Lifetime Counseling Center and Impower are the assigned school-based mental health

provider. Services include school and home-based counseling. Individual, family counseling, and case management are provided. A Behavior Analyst through Brevard County Schools provides behavioral health (social-emotional) assessments and intervention planning. Royal Palm has an interagency agreement with Tiki Services. Tiki Services is a behavioral agency specializing in Autism Spectrum Disorder. The agency provides one-on-one, school-based behavioral services to students, targeting their social-emotional needs. Community action teams comprise district-based psychologists and mobile assessment teams for conducting at-risk assessments to identify potential harm. Royal Palm is serviced through the Brevard Sheriff Department for crisis prevention, preparedness, and response. The Department also offers services for potential Baker Act.

## 4. Employment Verification

### #1

[Guidance Job Description.docx](#) 

## D. MHAA Planned Funds and Expenditures

### 1. Allocation Funding Summary

MHAA funds provided in the 2025-2026 Florida Education Finance Program (FEFP):	20080
Unexpended MHAA funds from previous fiscal years:	0
<b>Grand Total MHAA Funds:</b>	<b>20080</b>

### 2. MHAA planned Funds and Expenditures Form

Please complete the **MHAA planned Funds and Expenditures Form** to verify the use of funds in accordance with s. 1006.041, F.S.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

**Uploaded Document:**

[MHAA Plan - Planned Funds and Expenditures form 2025-2026.xlsx](#) 

## E. Charter Governing Board Approval

This application certifies that the School Superintendent and School Board approved the district's MHAA Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the MHAA in accordance with s. 1006.041(14), F.S.

**Note:** The charter schools listed below have *Opted Out* of the district's MHAA Plan and are expected to submit their own MHAA Plan to the District for review.

**Approval Date:**

07/11/2025



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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

---

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

## I. School Information

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### A. School Mission and Vision

#### Provide the school's mission statement

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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.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Shannon Sviben

shannon.sviben@royalpalmcharter.com

##### Position Title

Principal

##### Job Duties and Responsibilities

---

To provide the leadership and management necessary to administer and supervise all school programs, policies, and activities to ensure high-quality educational experiences and services for the students in a safe and enriching environment. 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 using effective communication techniques with students, teachers, parents, and stakeholders.

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

#### Student Performance

- Set and enforce rigorous standards for student achievement that align with the goals of RPCS.
- Ensure the academic program meets or exceeds yearly student outcome goals as defined by RPCS

#### Organizational Leadership

- 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 student and staff success and promotes respect and appreciation for all students, staff, and parents.
- Oversee all programs, services, and activities to meet program objectives.
- Ensure compliance with all local, state, and federal funding sources.
- Manage student enrollment process to ensure the school achieves its targeted enrollment projections.
- Ensure all students, staff, visitors, and property are safe and secure.
- 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

- Manage, evaluate, and develop a team of teachers.
- Work with teachers to constantly assess and improve student achievement results.
- Ensure the 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 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 consistency in instruction and practice amongst a team of teachers.
- Foster a culture of professionalism among teachers and staff.
- Ensure learning environment and classroom instruction maximize student learning
- Monitor progress of all students.
- Supervise and mentor all teachers.

#### Operational Leadership

- 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 with local, state, and federal laws and regulations.

Personnel

- 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 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 attaining school goals and committed to achieving excellence.

Community Relations

Serve as liaison between teachers, parents, and the community

## **Leadership Team Member #2**

### **Employee's Name**

Amy Rodriguez

amy.rodriguez@royalpalmcharter.com

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

---

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

Duties focus on Student Performance and Instructional Leadership

- Assist in setting and enforcing rigorous standards for student achievement that align 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 among staff, teachers, students, and families.
- Help foster a school climate that supports student and staff success and promotes respect and appreciation for all students, staff, and parents.
- Help ensure all students, staff, visitors, and property safety and security.
- 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.

- Work with teachers to constantly assess and improve student achievement results.
- Help ensure the 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 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 consistency in instruction and practice amongst a team of teachers.
- Monitor the progress of all students.
- Supervise and mentor all 4th through 8th grade teachers.

### **Leadership Team Member #3**

#### **Employee's Name**

Marie Turbush

marie.turbush@royalpalmcharter.com

#### **Position Title**

Assistant Principal

#### **Job Duties and Responsibilities**

---

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

Duties focus on Student Performance and Instructional Leadership

- Assist in setting and enforcing rigorous standards for student achievement that align 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 among staff, teachers, students, and families.
- Help foster a school climate that supports student and staff success and promotes respect and appreciation for all students, staff, and parents.
- Help ensure all students, staff, visitors, and property safety and security.
- 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.
- Work with teachers to constantly assess and improve student achievement results.
- Help ensure the 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 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 consistency in instruction and practice amongst a team of teachers.
- Monitor the progress of all students.
- Supervise and mentor all Kindergarten through 3rd-grade teachers.
- Supervise and mentor ESE Coordinator

## Leadership Team Member #4

### Employee's Name

Sarah-Kate Smith

sarah-kate.smith@royalpalmcharter.com

### Position Title

Guidance Counselor

### Job Duties and Responsibilities

---

The Elementary and Middle School Guidance Counselor provides comprehensive services to promote the academic, social-emotional, and behavioral success of all students. The position includes delivering evidence-based counseling, coordinating ESOL services, supporting schoolwide social-emotional learning (SEL) initiatives (e.g., Leader in Me), providing behavior intervention support, and facilitating social-emotional groups.

### Essential Duties and Responsibilities

- Support the implementation of **schoolwide SEL initiatives**, including Leader in Me, to foster a positive, inclusive school climate.
- Deliver **classroom guidance lessons** on SEL topics such as self-awareness, emotional regulation, and decision-making.
- Provide **individual and small-group counseling** using evidence-based practices
- Facilitate **targeted social-emotional groups** addressing topics like friendship skills, coping strategies, emotional regulation, and conflict resolution.
- **Identify early warning signs** of social, emotional, behavioral, or substance use concerns through screenings and observations.
- Conduct **needs assessments** and refers students to school-based or community mental health providers for further assessment, diagnosis, and treatment.
- Coordinate **care plans** with licensed mental health professionals to ensure continuity of services for students with or at risk for mental health or substance use diagnoses.
- Collaborate with school teams to **design and implement positive behavior interventions** and support students with individualized behavior plans.

- Provide **trauma-informed support** for students dealing with trauma, violence, or adverse experiences.
- Coordinate ESOL services, including student placement, progress monitoring, reclassification, and collaboration with ESOL teachers and families.
- Maintain **confidential records** of counseling services, referrals, and interventions in accordance with district policy and legal requirements.
- Participate in **crisis intervention** and safety planning, including risk assessments for self-harm or violence.
- Engage families through **regular communication**, parent education opportunities, and connections to community resources.
- Attend professional development to maintain knowledge of **evidence-based counseling practices**, SEL frameworks, trauma-informed care, and ESOL best practices.

## Leadership Team Member #5

### Employee's Name

Theresa Steelman

theresa.steelman@royalpalmcharter.com

### Position Title

ESE Coordinator

### Job Duties and Responsibilities

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#### ESE Coordinator & Instructional Support Lead

The ESE Coordinator serves a dual role by providing instructional support and overseeing services for students with exceptionalities. This position includes classroom teaching and leadership in key school-based processes.

#### Essential Duties & Responsibilities:

- Coordinate and facilitate ESE and eligibility/staffing meetings
- Serve as case manager for students with IEPs and ensure compliance with IDEA and district policies
- Lead Data Team meetings to monitor student progress and guide instructional decisions
- Facilitate IPST (Intervention Problem-Solving Team) meetings and follow-up
- Support teachers in developing accommodations and implementing effective strategies
- Collaborate with families, school staff, and district personnel to support student success
- Maintain accurate documentation and timelines for all ESE-related processes

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and

school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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Administrators conducted a comprehensive review of PM3 scores with multiple stakeholder groups to inform the School Improvement Plan (SIP). They first presented the data to the Parents as Leaders (PALs) and the Board of Directors, inviting feedback and input on areas of strength and concern. Following this, teachers met with administrators to analyze grade-level and classroom data, collaboratively identifying trends, successes, and areas needing improvement. Teachers provided specific feedback and actionable suggestions for inclusion in the SIP. The leadership team—comprising administrators, the ESE Coordinator, Guidance Counselor, ESE teachers, and Reading Resource Teachers—also convened to further analyze the data. Together, they identified root causes behind performance outcomes and discussed targeted strategies to address areas of concern, ensuring the SIP reflects the collective insights of all stakeholder groups.

### **3. SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

---

The School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation and measurable impact on student achievement, with particular focus on students demonstrating the most significant achievement gaps. Following each Progress Monitoring (PM) assessment, data will be disaggregated and reviewed collaboratively with stakeholders—including teachers, administrators, and support staff—to evaluate progress toward the State's academic standards and the goals outlined in the SIP.

Monitoring will occur through structured processes such as grade-level team meetings, bi-weekly data chats, bi-weekly momentum meetings, faculty meetings, and administrative leadership meetings. These sessions will focus on correlating student outcomes with the SIP's action steps, identifying what is working, and determining where additional support or adjustment is needed.

To promote continuous improvement, stakeholder feedback will be actively solicited and used to guide SIP revisions. When data reveals areas of concern or limited progress, the leadership team will

work with staff and families to revise implementation strategies, ensuring they are targeted, evidence-based, and responsive to student needs. This cyclical process allows the SIP to remain dynamic, relevant, and aligned with the academic growth of all students, especially those most at risk of not meeting proficiency.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION KG-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>84.6%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
	<b>STUDENTS WITH DISABILITIES (SWD)*</b>
	<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b>
	<b>HISPANIC STUDENTS (HSP)</b>
	<b>MULTIRACIAL STUDENTS (MUL)</b>
	<b>WHITE STUDENTS (WHT)</b>
	<b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b>	<b>2024-25: C</b>
<i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C</b>
	<b>2022-23: C</b>
	<b>2021-22: B</b>
	<b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	36	35	35	42	42	37	40	42	345
Absent 10% or more school days	3	11	7	8	5	8	9	4	0	55
One or more suspensions	0	3	1	1	1	1	4	4	5	20
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	3	3
Level 1 on statewide ELA assessment	3	3	8	8	9	9	13	5	3	61
Level 1 on statewide Math assessment	2	6	5	5	9	8	13	2	4	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	0	0	1	1	2	1	1	9

**Current Year 2025-26**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	2	2	1	0	1	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		2	3	1	6	4	1	1		18
One or more suspensions	1	1	1			2	1	6	3	15
Course failure in English Language Arts (ELA)	1	2						1		4
Course failure in Math		2						1		3
Level 1 on statewide ELA assessment					1	4	2	8	3	18
Level 1 on statewide Math assessment					1	10	8	10	7	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	5	6						20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7	3	6	6					22

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2			1	4	2	5	3	18

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2						1		4
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	66	61	56	63	58	45	58	53
Grade 3 ELA Achievement	41	68	62	58	66	59	51	63	56
ELA Learning Gains	49	62	61	67	57	59			
ELA Lowest 25th Percentile	49	56	55	74	51	54			
Math Achievement*	52	66	62	56	64	59	58	62	55
Math Learning Gains	58	60	60	61	59	61			
Math Lowest 25th Percentile	49	54	53	60	54	56			
Science Achievement	47	66	57	31	61	54	50	61	52
Social Studies Achievement*	93	77	74	82	76	72	76	72	68
Graduation Rate		86	72		89	71		87	74
Middle School Acceleration	8	71	75	19	71	71	7	70	70
College and Career Acceleration		74	56		75	54		75	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	61	64	58	59		47	55

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

### 2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	499
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

### ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%	57%	48%	55%	45%		48%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

### 2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
English Language Learners	47%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	55%	No		
Multiracial Students	65%	No		
White Students	56%	No		
Economically Disadvantaged Students	56%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	53%	41%	49%	49%	52%	58%	49%	47%	93%	8%			
Students With Disabilities	31%		38%		38%	50%		18%					
English Language Learners	24%		43%		50%	69%							
Black/African American Students	44%		41%		40%	39%		37%					
Hispanic Students	48%		47%		54%	56%		39%		90%			
Multiracial Students	71%		56%		61%	72%							
White Students	55%	50%	51%	41%	52%	61%	44%	58%	90%				
Economically Disadvantaged Students	60%	53%	52%	58%	55%	58%	56%	56%	95%	14%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%	58%	67%	74%	56%	61%	60%	31%	82%	19%			64%
Students With Disabilities	39%		55%	50%	48%	55%	50%						
English Language Learners	19%		58%		38%	58%							64%
Black/African American Students	58%		71%		58%	68%		27%					
Hispanic Students	46%		63%	64%	50%	60%	67%	17%					58%
Multiracial Students	79%		85%		63%	69%							
White Students	55%	50%	65%	76%	56%	57%	50%	39%	77%	8%			
Economically Disadvantaged Students	51%	56%	61%	70%	52%	59%	52%	31%	80%	0%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	45%	51%			58%			50%	76%	7%			
Students With Disabilities	22%				47%			25%					
Black/African American Students	51%				62%			57%	90%				
Hispanic Students	41%				38%			33%					
Multiracial Students	38%				56%								
White Students	46%	52%			62%			54%	80%	10%			
Economically Disadvantaged Students	39%	47%			47%			39%	76%	8%			

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2024-25 SPRING			STATE	SCHOOL - STATE
		SCHOOL	DISTRICT	SCHOOL - DISTRICT		
ELA	3	40%				
ELA	4	44%				
ELA	5	8%				
ELA	6	67%				
ELA	7	66%				
ELA	8	63%				
Math	3	43%				
Math	4	44%				
Math	5	32%				
Math	6	76%				
Math	7	62%				
Math	8	44%				
Science	5	39%				
Science	8	53%				
Civics		91%				
Algebra		68%				
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

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The area showing the most significant improvement was Science, with a 16-point gain. Several strategic actions contributed to this growth. First, a change in instructional staff was made in both 5th and 8th grades to ensure stronger content delivery and student engagement. The school also adopted the Penda Learning curriculum, which provided targeted, standards-based practice and reinforcement. Additionally, a comprehensive scope and sequence was developed to ensure alignment with all tested benchmarks and to close instructional gaps.

To strengthen vertical alignment, the 5th and 8th grade science teachers identified key areas of weakness in foundational concepts from earlier grade levels. They collaborated with lower-grade teachers to emphasize these concepts earlier in students' academic journeys, helping to build a stronger foundation prior to the state-tested years.

##### **Lowest Performance**

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

---

The area with the lowest performance was 3rd grade ELA, where only 41% of students achieved proficiency. Several contributing factors impacted this outcome. Due to construction delays, all 3rd grade students were placed in a single classroom with two co-teachers. While this setup had the potential to support small group instruction and differentiation, the intended instructional model was not effectively implemented. One of the co-teachers, an experienced ELA instructor, was resistant to collaborative planning and did not consistently deliver standards-aligned instruction. As a result, students did not receive the high-quality, targeted instruction necessary to meet grade-level expectations.

##### **Greatest Decline**

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

---

The greatest decline from the prior year occurred in 3rd grade ELA proficiency and in ELA Learning Gains among students in the Lowest 25th Percentile, both of which dropped by 25 points. As

previously discussed, 3rd grade performance was negatively impacted by construction delays that resulted in all students being placed in a single classroom with two co-teachers. Although this setup had potential for effective small group instruction, it was not fully realized due to a lack of collaboration and inconsistent delivery of standards-based instruction.

Additional contributing factors extended beyond 3rd grade. In the prior school year, the school provided targeted professional development focused on the Science of Reading and standards-based ELA instruction, which played a key role in improving outcomes. However, during the most recent year, several newly hired teachers did not receive this same level of training or support, resulting in a decline in instructional quality and alignment with best practices. This shift, combined with mid-year teacher turnover in grades 4 through 6, disrupted instructional continuity and stability. These factors disproportionately affected students in the Lowest 25th Percentile, many of whom depend on consistent, targeted interventions to achieve growth.

### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

The data component with the greatest gap compared to the state average was 3rd grade ELA achievement, with a 21-point difference, followed closely by overall ELA Learning Gains, which fell 17 points below the state average. These significant gaps can largely be attributed to the same factors previously discussed.

In 3rd grade, construction-related classroom consolidation led to an ineffective co-teaching model, and a lack of collaboration and fidelity to standards-based instruction negatively impacted student performance. Additionally, the school's instructional focus shifted away from ELA toward mathematics during the year, resulting in less oversight and support for literacy instruction. Unlike the previous year, new staff members did not receive professional development in the Science of Reading and standards-based planning, further contributing to instructional inconsistencies.

Together, these challenges created instructional gaps that impacted foundational literacy development and student growth, particularly among struggling readers, and contributed to the wider achievement gap when compared to state performance.

### **EWS Areas of Concern**

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

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Based on the Early Warning System (EWS) data from Part I, two major areas of concern have been identified.

First, student attendance presents a significant challenge, with 54 out of 345 students (approximately

16%) absent for 10% or more of the school year. Chronic absenteeism can severely impact academic progress, particularly for students who are already performing below grade level.

Second, academic performance in core subject areas is also a concern. A substantial number of students in grades 3–8 scored at Level 1 on statewide assessments: 61 students in ELA and 54 students in Math. These scores indicate that a notable portion of the student population is performing well below proficiency in foundational academic areas, increasing their risk for continued academic struggles and disengagement.

Both areas require targeted interventions and monitoring to improve student outcomes and ensure early support for those most at risk.

### **Highest Priorities**

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

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#### **Increase Learning Gains in ELA and Math**

Focus on targeted instruction and progress monitoring to improve student growth across all proficiency levels.

#### **Decrease Chronic Absenteeism**

Implement attendance initiatives and family engagement strategies to reduce the percentage of students absent 10% or more of school days.

#### **Increase Achievement for Students with Disabilities**

Strengthen differentiated instruction, inclusion practices, and support services to close the achievement gap for students with exceptionalities.

#### **Increase Achievement for Black/African American Students**

Provide culturally responsive teaching, targeted academic interventions, and mentorship opportunities to improve outcomes for Black/African American students.

#### **Sustain and Build on Growth in Science Achievement**

Continue to support science instruction through aligned curriculum, hands-on learning, and vertical planning to maintain momentum in this area of improvement.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The instructional focus for ELA across all grade levels during the 2024–2025 school year will be the effective implementation of small group instruction. This approach enables teachers to provide differentiated, standards-aligned instruction that meets students' specific academic needs, increases engagement, and supports targeted skill development. In grades K–2, small groups will emphasize foundational literacy skills such as phonemic awareness, phonics, and fluency. In grades 3–8, instruction will focus on reading comprehension, vocabulary acquisition, and written responses based on grade-level texts.

This area was identified as a crucial need based on schoolwide ELA performance data from the 2024–2025 school year. Overall ELA achievement was 53%, with learning gains at 49%, and learning gains among the Lowest 25th Percentile also at 49%. Additionally, 3rd grade ELA proficiency showed a 21-point gap compared to the state average, and both 3rd grade proficiency and Lowest 25th Percentile learning gains declined by 25 points from the prior year.

These outcomes highlight the impact of inconsistent small group instruction, a shift in schoolwide instructional focus to math, and the lack of professional development in the Science of Reading and standards-based planning for newly hired teachers. Strengthening the implementation of small group instruction is essential to closing achievement gaps and supporting the academic growth of all learners—particularly those most at risk of falling behind.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on 2024–2025 ELA performance data, overall schoolwide ELA proficiency was 53%, with 49% of students making learning gains, and 49% of students in the Lowest 25th Percentile showing growth.

For the 2025–2026 school year, the school aims to achieve the following measurable outcomes through improved implementation of small group instruction:

- Increase overall ELA proficiency from 53% to 60% across all tested grade levels (3–8).
- Increase ELA learning gains from 49% to 55%.
- Increase learning gains of students in the Lowest 25th Percentile from 49% to 55%.
- For 3rd grade, increase ELA proficiency from 41% to 50% to close the gap with the state average.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

These outcomes will be monitored through progress monitoring assessments and instructional walkthroughs to ensure that targeted small group instruction is being implemented with fidelity and effectiveness across all grade levels.

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

Shannon Sviben, Amy Rodriguez, and Marie Turbush

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

Heggerty Phonemic Awareness (K-3) will be used daily, with explicit phonemic awareness lessons designed to develop students' ability to hear and manipulate sounds in spoken language, critical for decoding and early reading success.

### **Rationale:**

Foundational phonemic awareness is essential for reading acquisition. Students in early grades benefit from structured, systematic instruction to build these critical skills, particularly those who are struggling or at risk for reading difficulties.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Description of Intervention #2:**

Core Knowledge Language Arts K-5 is a comprehensive, content-rich ELA curriculum that integrates systematic phonics, knowledge-building, and reading comprehension strategies with resources for small group and whole group instruction.

### **Rationale:**

CKLA supports both foundational skill development and background knowledge acquisition, which are key to improving comprehension. The program's structured components allow for effective small

group differentiation and support standards-based instruction.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Small Group Instruction will be utilized at all grade levels. They will focus on flexible, data-driven instructional groupings that allow teachers to provide targeted, skill-specific instruction based on formative assessment and progress monitoring data.

**Rationale:**

Small group instruction is a research-based practice that supports student growth by allowing for differentiation, immediate feedback, and instructional alignment to student need. It is essential for accelerating learning and closing achievement gaps.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Teachers will implement daily Heggerty Lessons with fidelity in grades K-2.

**Person Monitoring:**

Marie Turbush

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrator will monitor implementation of daily Heggerty Lessons with fidelity in grades K-3 through walkthroughs and fidelity checklists.

**Action Step #2**

Provide professional development on the Heggerty program design and implementation.

**Person Monitoring:**

Shannon Sviben

**By When/Frequency:**

2 times per year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Mrs. Sviben will organize professional development from Heggerty prior to the start of the school year and a mid-year check in.

**Action Step #3**

K-4 grade teachers will implement the Core Knowledge Language Arts program.

**Person Monitoring:**

Marie Turbush (K-3), Amy Rodriguez (3-4)

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrators will monitor implementation through lesson plan checks, walkthroughs, and fidelity checklists during whole-group instruction and targeted small-group instruction.

#### **Action Step #4**

6-8 grade teachers will implement the Amplify ELA program.

#### **Person Monitoring:**

Amy Rodriguez

#### **By When/Frequency:**

Monthly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrators will monitor implementation through lesson plan checks, walkthroughs, and fidelity checklists during whole-group instruction and targeted small-group instruction.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

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

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2025–2026 school year, the instructional focus in mathematics will center on the implementation of targeted small group instruction across all grade levels (K–8), supported by data-driven lesson planning and consistent alignment to the Florida B.E.S.T. Standards. This approach is intended to provide students with differentiated support in key skill areas, build conceptual understanding, and promote problem-solving and procedural fluency.

This area was identified as a critical need based on 2024–2025 math performance data, which indicated a 4-point decline in overall proficiency for grades 3–8, a 3-point decrease in overall math learning gains, and an 11-point drop in learning gains for students in the Lowest 25th Percentile. Additionally, there was a 10-point gap between the school's overall math achievement and the state average, signaling a widening discrepancy in performance.

Further analysis revealed inconsistent implementation of small group math instruction and a lack of focused intervention for students below grade level. By prioritizing standards-based small group instruction and using progress monitoring data to drive instructional decisions, the school aims to address these gaps, increase engagement, and improve math outcomes for all students, especially those performing in the lowest quartile.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2025–2026 school year, the school will aim to achieve the following measurable outcomes:

- Increase overall math achievement from 52% to 60%, reducing the gap with the state average
- Increase math learning gains from 58% to 62%
- Increase learning gains for students in the Lowest 25th Percentile from 49% to 55%

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward these goals will be monitored using state progress monitoring (PM1–PM3), benchmark assessments, and regular data chats to adjust instruction and support targeted goals.

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

Shannon Sviben, Marie Turbush (K-3), and Amy Rodriguez (4-8)

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

HMH Go Math is a core math curriculum aligned with the Florida B.E.S.T. Standards. It provides interactive lessons, conceptual understanding, fluency practice, and embedded assessments to support whole-group and small-group instruction.

#### **Rationale:**

Go Math supports consistent instructional delivery with built-in scaffolding and differentiation. It aligns with standards and helps ensure all students receive access to grade-level content, supporting both intervention and enrichment.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

HMH Waggle is a digital learning tool that personalizes math practice and reinforces concepts introduced in Go Math. It provides adaptive skill-building and real-time data on student progress.

#### **Rationale:**

Waggle supplements core instruction by offering individualized practice tailored to each student's needs. It addresses unfinished learning and supports students performing below grade level.

#### **Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #3:**

Reflex/Frax are game-based digital, interactive programs designed to build mathematical foundations. Reflex used primary for grades 2-5 and for 6-8 remediation is a game-based online program that builds automaticity with math facts in addition, subtraction, multiplication, and division. Frax is designed to build conceptual understanding and procedural fluency with fractions using a step-by-step, scaffolded approach. Frax will be used primarily be used in grades 3-5 and for 6-8 intervention.

**Rationale:**

Fact fluency is critical as the foundation for more complex math tasks. Reflex supports fluency development in an engaging format that promotes frequent, consistent practice. Fractions are a common area of difficulty and a foundational skill for success in later grades. Frax supports mastery through visual models, immediate feedback, and engaging tasks.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Track individual student growth in Frax, Reflex, and Waggle to monitor student progress to determine what students need for small group intervention.

**Person Monitoring:**

Shannon Sviben, Marie Turbush (K-3), Amy Rodriguez (4-8)

**By When/Frequency:**

Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will regularly track individual student progress in Frax, Reflex, and Waggle to monitor mastery of foundational math skills and standards-aligned content. Data from these platforms will be used to inform instructional decisions, determine small group placement, and identify students who require targeted intervention or enrichment. Teachers and instructional coaches will review weekly platform usage reports to ensure consistent student engagement and completion of assigned tasks. Progress and performance dashboards within each program (e.g., skill mastery in Frax, fact fluency in Reflex, and adaptive growth in Waggle) will be analyzed during PLC meetings and data chats. Student grouping for small group instruction will be adjusted every 2–3 weeks based on trends observed in the data, with intervention logs documenting changes and instructional focus. Administrative walkthroughs and Momentum Meeting/Data Chat check-ins will ensure that data is being used effectively to guide instruction and differentiate support within the classroom.

**Action Step #2**

Implementation of HMH Go Math core curriculum.

**Person Monitoring:**

Shannon Sviben, Marie Turbush (K-3), Amy Rodriguez (4-8)

**By When/Frequency:**

Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implement consistent, standards-aligned math instruction using HMH Go Math as the core curriculum across all classrooms, with a focus on lesson fidelity, academic vocabulary, and real-world application of math concepts. Monitoring: Lesson plans and pacing guides will be reviewed weekly to ensure alignment with the Florida B.E.S.T. Standards. Administrative walkthroughs using a math-specific look-for tool will track the implementation of core instructional components (e.g., use of manipulatives, student discussion, problem-solving tasks). Student work samples and formative assessments will be collected and reviewed regularly to assess understanding and identify gaps in instruction. Feedback on walkthroughs in Momentum Meetings will be used to refine instructional practices and address areas for improvement.

### Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2025–2026 school year, the school will focus on improving ELA and Math achievement for Students with Disabilities (SWD) by strengthening the use of accommodations, small group instruction, and progress monitoring aligned with IEP goals.

In the 2024–2025 school year:

- SWD scored 31% proficiency in ELA
- SWD scored 38% proficiency in Math

These scores indicate that SWD continue to perform significantly below their peers. Contributing factors include inconsistent implementation of accommodations, lack of targeted data use during instruction, and limited support for differentiation across content areas. Improving instructional delivery and targeted support for SWD is essential to closing achievement gaps.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA proficiency for SWD from 31% to 40%

Increase Math proficiency for SWD from 38% to 45%

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Review IEP progress reports and formative assessment data monthly
- Conduct instructional walkthroughs with a focus on accommodations and IEP fidelity

- Track subgroup progress in programs such as Waggle, Reflex, Amplify, and Frax
- Use data chats with teacher and ESE teachers to analyze student progress on state diagnostic testing

**Person responsible for monitoring outcome**

Theresa Steelman

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Teachers will provide small group, scaffolded instruction aligned with IEP goals, ensure proper implementation of accommodations, and use formative data to guide instructional decisions for SWD.

**Rationale:**

High-leverage practices such as differentiation and explicit instruction, when aligned with IEP goals and accommodations, are proven to improve achievement for students with disabilities.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Targeted Instruction and Support for SWD

**Person Monitoring:**

Theresa Steelman

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide targeted small group instruction aligned with IEP goals, ensure consistent implementation of accommodations across all instructional settings, and use ongoing progress monitoring to adjust instruction and supports for Students with Disabilities.

**Action Step #2**

Collaborative IEP Progress Monitoring

**Person Monitoring:**

Theresa Steelman

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Conduct monthly data chats as a resource team (ESE teachers, resource staff, and administration) to review student performance, monitor progress toward IEP goals, and adjust instructional strategies,

accommodations, and interventions to better meet the needs of Students with Disabilities.

## Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Black/African American Students (BLK)

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2025–2026 school year, the school will focus on closing the achievement gap in ELA and math for Black/African American students by increasing culturally responsive instructional practices, ensuring equitable access to high-quality instruction, and using disaggregated data to guide targeted supports.

In the 2024–2025 school year:

- Black/African American students scored 44% proficiency in ELA
- Black/African American students scored 40% proficiency in Math

These scores reflect a persistent achievement gap when compared to overall school performance. Addressing this gap requires intentional instructional practices that validate students' backgrounds, increase engagement, and provide meaningful, standards-aligned learning experiences.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA proficiency for Black/African American students from 44% to 50%  
 Increase Math proficiency for Black/African American students from 40% to 47%

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Use formative assessments and adaptive program data (Waggle, Amplify, Reflex) to monitor subgroup growth
- Conduct lesson plan reviews to ensure representation and cultural relevance
- Monitor small group instruction through walkthroughs
- Discuss subgroup progress during data chats and Momentum Meetings with clear action planning

#### Person responsible for monitoring outcome

Shannon Sviben, Marie Turbush (K-3), and Amy Rodriguez (4-8)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Teachers will integrate culturally relevant materials and real-world applications in instruction, provide small group support aligned with student needs, and use formative data to inform planning and intervention.

**Rationale:**

Culturally responsive instructional practices increases student engagement and academic achievement by affirming cultural identities, connecting learning to students' lived experiences, and promoting equity in instructional access.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Culturally responsive instructional practices

**Person Monitoring:**

Marie Turbush (K-3), Amy Rodriguez (4-8)

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will integrate culturally relevant texts, learning tasks, and classroom discussions across all content areas to create inclusive learning environments that reflect the identities and experiences of Black/African American students. Instructional materials will be intentionally selected to promote representation, deepen engagement, and support academic identity, while fostering critical thinking and connection to real-world issues. Monitoring the Impact: Lesson plans will be reviewed monthly to ensure integration of culturally relevant materials. Classroom walkthroughs will include a focus on representation, student engagement, and instructional responsiveness to cultural backgrounds. Achievement data will be analyzed by subgroup and reviewed during monthly data chats to assess trends in academic progress and overall impact.

**Action Step #2**

Data-Driven Support and Monitoring

**Person Monitoring:**

Shannon Sviben

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Hold monthly data chats, including a focus on subgroup performance to analyze progress of Black/African American students in ELA and math, identify learning gaps, and plan targeted instructional

responses, including small group supports and enrichment opportunities.

## IV. Positive Learning Environment

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### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Action to Be Taken:

Implement a multi-tiered attendance support system that includes proactive family outreach, student attendance incentives, and early intervention for at-risk students. In the 2024–2025 school year, 55 out of 345 students (approximately 16%) were identified as being chronically absent, missing 10% or more of instructional days. To address this concern, the school will hold monthly attendance team meetings to review student data, identify root causes, and coordinate personalized support strategies. These strategies may include parent conferences, counselor check-ins, home visits, and referrals to community-based support services.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Based on current attendance data from the 2024–2025 school year, 55 out of 345 students (approximately 16%) have been identified as chronically absent, defined as missing 10% or more of instructional days.

For the 2025–2026 school year, the school aims to achieve the following outcomes:

- Reduce the percentage of chronically absent students from 16% to 10% or lower by the end of the school year.
- Ensure 100% of identified chronically absent students receive documented interventions through the attendance support team.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

- Monthly attendance reports will track reductions in the number and percentage of students classified as chronically absent.
- Intervention logs will document family outreach efforts, support services provided, and follow-

up actions.

- Progress toward schoolwide attendance goals will be reviewed during administrative and leadership team meetings.
- Participation in engagement initiatives such as incentive programs, mentorship, and school-wide events will be tracked as indicators of improved student connection and attendance.

**Person responsible for monitoring outcome**

Sarah-Kate Smith

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The school will implement a multi-tiered system of supports (MTSS) to address chronic absenteeism. This approach includes: Tier 1: School-wide attendance incentives, positive messaging about attendance, and consistent communication with families Tier 2: Early identification of at-risk students, parent conferences, and check-ins with school counselors or attendance team members Tier 3: Intensive interventions for chronically absent students, including personalized attendance plans, home visits, community resource referrals, and wraparound services All strategies are data-driven and designed to proactively address barriers to attendance while strengthening relationships between school, families, and students.

**Rationale:**

Research shows that multi-tiered attendance interventions are effective in improving student attendance, particularly when they combine early identification, family engagement, and personalized support. Addressing chronic absenteeism is crucial to improving student achievement, particularly for students who are already academically at risk.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Monthly Monitoring

**Person Monitoring:**

Sarah-Kate Smith

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The attendance team will meet monthly to review student attendance data, identify students in need of intervention, and implement tiered supports—including school-wide incentives, targeted parent

outreach, and individualized support plans for chronically absent students. These meetings will ensure that interventions are data-driven, consistently applied, and adjusted based on student response and attendance trends.

**Action Step #2**

Promote Attendance Through Engagement Activities

**Person Monitoring:**

Sarah-Kate Smith

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Launch school-wide attendance awareness campaigns and incentive programs to promote a positive attendance culture. This will include regular communication with families about the importance of attendance, visual displays of attendance progress, classroom-level recognition, and student rewards for improved or consistent attendance. These proactive efforts aim to prevent chronic absenteeism by increasing student motivation and family involvement.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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As a charter school operating independently from the district, we conduct internal reviews of our resource allocation to ensure alignment with the identified needs of our students. The school leadership team leads this process and includes collaboration with instructional staff, the ESE coordinator, and other support personnel.

We analyze academic and Early Warning System (EWS) data, subgroup performance, and stakeholder feedback to identify areas of need. Resource allocation decisions—such as staffing, instructional programs, intervention materials, and professional development—are reviewed during leadership meetings, School Improvement Plan (SIP) planning sessions, and budget reviews.

While we do not formally review resource usage with the district, this process allows us to make data-informed decisions that are responsive to our students' academic and socio-emotional needs.

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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Based on student performance data and Early Warning System (EWS) indicators from the 2024–2025 school year, several key needs were identified—including achievement gaps in ELA and Math for Students with Disabilities (SWD) and Black/African American students, as well as high rates of chronic absenteeism. In response, the school will allocate the following resources during the 2025–2026 school year:

#### 1. Heggerty & CKLA (Grades K–5) | Amplify Reading (Grades 6–8)

- Rationale: ELA achievement for SWD (31%) and Black/African American students (44%) was significantly below schoolwide averages. These evidence-based literacy programs align with the Science of Reading and support small group instruction.
- Timeline: Implemented beginning of school year; monitored through PM1–PM3 and bi-weekly data chats.

#### 2. HMH Go Math, Waggle, Reflex, and Frax (Grades K–8)

- Rationale: Math proficiency declined overall and remains low for SWD (38%) and Black/African American students (40%). These resources provide adaptive, differentiated support aligned to B.E.S.T. standards.

- Timeline: Implemented at the beginning of the school year; monitored monthly through platform usage reports and formative assessments.

### 3. Attendance Incentive Program & Tiered Intervention Plans

- Rationale: In 2024–2025, 55 out of 345 students (16%) were chronically absent. Attendance directly impacts academic achievement, particularly for at-risk students.
- Timeline: Beginning August 2025, with monthly review of attendance data, student intervention logs, and incentive participation rates.

### 4. Professional Development in Differentiation, Culturally Responsive Instruction, and Small Group Practices

- Rationale: Instructional consistency and alignment to student needs were identified as growth areas. PD will target inclusive, equitable practices to close achievement gaps.
- Timeline: Ongoing throughout the year

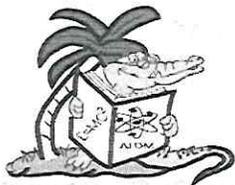
## **VII. Budget to Support Areas of Focus**

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00



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6/26/25

## Board of Directors Meeting Agenda

### Directors:

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

- I. **Call to Order** *Brown called the meeting to order, Rozynski 2<sup>nd</sup>*
- II. **Roll Call** *Zoom: Brown, Rozynski, Haynes, Costa, In person – Sviben, Becka*
- III. **Reports and Presentations:** *Brown motioned to adopt the agenda, with the move of the operating budget to after the admin update, since the strategic plan will review will explain the numbers in the budget*
  1. Financial Update *moved to discuss after Admin update*
    - i. Preliminary Operating Budget 2025-2026 *Becka reviewed attached preliminary budget to include the items in the strategic plan*
  2. Admin Update – Sviben
    - i. Strategic Plan *Sviben reviewed attach document going through staff, pay conversation to include 2% increase for all staff, there was no increase last year. The millage compensation charts will still remain this school year. Reviewed curriculum purchases. New this year is the addition of Heggerty Bridge to Reading for grades K-3 – noticed that students are missing foundational skills, this program will guide whole group phonics and phonological awareness instruction and will continue to use CKLA for Reading Skills and Comprehension.*
    - ii. Enrollment Update *Primary grades are full, openings in 3<sup>rd</sup>-6<sup>th</sup>, still have people calling, so hopefully the school year will begin full or close to it*
    - iii. Staff Update *Sviben hired new staff, K Witte (VPK Director Experience), 1<sup>st</sup> Spriggs (K experience), 2<sup>nd</sup> Malatesta (VPK experience), Mid Math Coles(6/8 grade experience) Re-hire 4<sup>th</sup> Peterson (4<sup>th</sup>/2<sup>nd</sup> experience). Still outstanding opening for 6<sup>th</sup> ELA/SS, but several interviews are set up. All of the candidates came from direct contact to Sviben about being interested in working at RP – did not receive through Indeed ads*
    - iv. Facilities Update *Finally have CO and waiting for furniture arrival any day, Prometheans were installed and teachers will have training during back to school meetings. Access points still have to be installed in entry doors in new building and new office doors, as well as the covered walkway between new building and Building A. Sviben mentioned interest in getting a covered basketball court added behind the new building. Waiting on specific numbers, the initial number was 89,000 for the covered part, but that does not include the site work or concrete so will discuss further at another meeting,*
      1. Ribbon Cutting *Discussed having the ribbon cutting at the Meet the Teacher on Saturday, August 12<sup>th</sup> so that the rooms will be much more together. The other possibility is the first day of school. Sviben will invite the board once a decision has been made.*
  3. Discuss Possible Board Members
    - i. Haynes' recommendation, *Sviben did not receive the candidate's resume. Wondering if there is still interest, Haynes will reach out again regarding the resume and invite to the next meeting.*

**IV. Consent Agenda:** *Haynes motioned to adopt the consent agenda, Costa 2nd*

1. Approve Board Meeting Minutes 4/17/25
2. Approve 25-26 Board Meeting Calendar
3. Approve 25-26 Preliminary Operating Budget
4. Approve New Hires – Witte, Spriggs, Malatesta, Peterson, Coles, Otero

**V. Non-Consent Agenda:**

1. Next Meeting: Thursday, August 21, 2025 at 4:30PM

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

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

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Signed by Erik Brown, President

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Board Meeting Date