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**Title I Comprehensive Schoolwide Plan**  
**ROYAL PALM SCHOOL (1801)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

Grades 3-12 ELA Learning Gains-39 percent, ELA Achievement 7 percent from alternative assessment data for FY23. Demonstrated need for more increased opportunities for multisensory learning and approach Demonstrated need for more focus on foundational skills to continue to build pre-academic skills for students in need while also focused on standards Demonstrated need to tie curriculum content into functional life skills/academic skills and resources to do so Demonstrated need to continue research based individualized reading interventions

## 2. List the root causes for the needs assessment statements you prioritized.

-Students need multisensory approach per individualized plans to connect content -State required individual reading intervention time lends itself to opportunity for increased reading practice using variety of programs daily -Teachers must address both state standards and IEP goals

## 3. Share possible solutions that address the root causes.

-individualized classroom schedules to support differentiated instruction -continued use of Curriculum Coach and Intervention Teacher to support structured intervention time related to foundational reading skills

## 4. How will school strengthen the PFEP to support ELA?

### • Communication

-Increase parent communication opportunities around academics and individualized interventions

### • Parent Training

-continued individualized parent training through Coffee and Contacts Learning Sessions

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

-continue to share present levels with parents on a regular basis -address additional resources for parents -Monthly Parent Training Series-Coffee and Contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports

- **Students**

-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress academically, in communication, behaviorally, and in independent functioning.

- **Parents**

-Parents will attend IEP meetings, parent conference, and parent training series as needed but will also directly collaborate with school team on ongoing basis to ensure daily communication regarding child's progress

- **Staff Training**

-continued individualized staff training related directly to differentiated instruction and literacy based interventions

- **Accessibility**

-Share all trainings with parents who are not able to attend in person via take home resources/email follow up -continue parental communication in a variety of ways -utilize front office communication team(ESE Secretary/CLF/etc) to assist

## **Math**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Grades 3-12 Math Learning Gains-45% Math Achievement -17 % from alternative assessment data for FY23. Demonstrated need for more increased opportunities for multisensory learning and approach Demonstrated need for more focus on foundational skills to continue to build pre-academic skills for students in need while also focused on standards Demonstrated need for manipulatives, visuals, and differentiated supports to bridge any instructional gaps, continued team collaborative planning to address all standards

2. List the root causes for the needs assessment statements you prioritized.

-Students need multisensory approach per individualized plans to connect content -State required individual reading intervention time lends itself to opportunity for increased reading practice using variety of programs daily -Teachers must address both state standards and IEP goals -Hands on learning and manipulatives enhance standards based instruction

3. Share possible solutions that address the root causes.

-Collaborative planning to address state standards and requirements -Use of manipulatives in individualized instruction to assist

4. How will school strengthen the PFEP to support Math?

• Communication

-Increase parent communication opportunities around academics and individualized interventions

• Parent Training

-continued parent training through Coffee and Contacts learning sessions

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

-continue to share present levels with parents on a regular basis -address additional resources for parents -Monthly Parent Training Series-Coffee and Contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports

- **Students**

-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress academically, in communication, behaviorally, and in independent functioning.

- **Parents**

-Parents will attend IEP meetings, parent conference, and parent training series as needed but will also directly collaborate with school team on ongoing basis to ensure daily communication regarding child's progress

- **Staff Training**

-continued individualized staff training related directly to differentiated instruction and literacy based interventions

- **Accessibility**

-Share all trainings with parents who are not able to attend in person via take home resources/email follow up -continue parental communication in a variety of ways -utilize front office communication team(ESE Secretary/CLF/etc) to assist

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Science Achievement-21 percent from alternative assessment data for FY23. grades 3-12 -Continued need for hands on approach and differentiated instruction for all science content instruction -Continued need for collaboration amongst STEAM/Agriculture and science content areas to generalize skill

2. List the root causes for the needs assessment statements you prioritized.

-Students have very little prior knowledge of science concepts and need as much hands on learning as possible to connect content to real life concepts -Science-based Fine Arts have been strategically scheduled for classes to support science content instruction

3. Share possible solutions that address the root causes.

-continued use of team collaboration to adapt materials to meet individual needs, provide hands on manipulatives to enhance curricular content - continued use of STEAM teacher as push-in to High School content area classes to compliment instruction in maximized small group model

4. How will school strengthen the PFEP to support Science?

• Communication

-Increase parent communication opportunities around academics and individualized interventions

• Parent Training

-continued parent training through Coffee and Contacts learning sessions

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

• School

-continue to share present levels with parents on a regular basis -address additional resources for parents -Monthly Parent Training Series-Coffee and Contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports

- **Students**

-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress academically, in communication, behaviorally, and in independent functioning.

- **Parents**

-Parents will attend IEP meetings, parent conference, and parent training series as needed but will also directly collaborate with school team on ongoing basis to ensure daily communication regarding child's progress

- **Staff Training**

-continued individualized staff training related directly to differentiated instruction and literacy based interventions

- **Accessibility**

-Share all trainings with parents who are not able to attend in person via take home resources/email follow up -continue parental communication in a variety of ways -utilize front office communication team(ESE Secretary/CLF/etc) to assist

## **Social Studies**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

-continued need to adapt content to make it accessible to diverse learners -continued need to supplement social studies instruction with specific resources to build background knowledge

### **2. List the root causes for the needs assessment statements you prioritized.**

-lack of specific curriculum based resources to support social studies instruction

### 3. Share possible solutions that address the root causes.

-Adapt content through collaborative planning sessions to lesson plan in teams -support with enhanced visuals to assist with connecting content for students -increased opportunities to have real world application in classroom (maps, globes, vocab cards with pictures, ample visuals, etc)

### 4. How will school strengthen the PFEP to support Social Studies?

#### • Communication

-Increase parent communication opportunities around academics and individualized interventions

#### • Parent Training

-continued parent training through Coffee and Contacts learning sessions

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

#### • School

-continue to share present levels with parents on a regular basis -address additional resources for parents -Monthly Parent Training Series-Coffee and Contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports

#### • Students

-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress academically, in communication, behaviorally, and in independent functioning.

#### • Parents

-Parents will attend IEP meetings, parent conference, and parent training series as needed but will also directly collaborate with school team on ongoing basis to ensure daily communication regarding child's progress



- Staff Training

-continued individualized staff training related directly to differentiated instruction and literacy based interventions

- Accessibility

-Share all trainings with parents who are not able to attend in person via take home resources/email follow up -continue parental communication in a variety of ways -utilize front office communication team(ESE Secretary/CLF/etc) to assist

## Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

N/A

2. List the root causes for the needs assessment statements you prioritized.

N/A

3. Share possible solutions that address the root causes.

N/A

4. How will school strengthen the PFEP to support Acceleration Success?

- Communication

N/A

- Parent Training

N/A

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- School

N/A

- Students

N/A

- Parents

N/A

- Staff Training

N/A

- Accessibility

N/A

## Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

**1. List prioritized needs statements.**

- FY23 had an 82% graduation rate. Continued need for students to work on making up credit opportunities to maintain increased graduation rate - Continued collaboration with high school team and curriculum coach to ensure all students have opportunities to reach all credits -Continued need to support students who may be medically complex and miss school for periods of time

**2. List the root causes for the needs assessment statements you prioritized.**

-students transfer to Royal Palm significantly behind on credits at times -students miss school due to illness -students have attendance issues at times in high school for a variety of reasons

**3. Share possible solutions that address the root causes.**

-direct collaboration between Guidance Counselor and Curriculum Coach to ensure all students have opportunity to get scheduled in correct courses to receive appropriate credits for on-track graduation -direct support from Guidance Counselor on weekly check ins to follow up on students with attendance issues -support via the IEP team to modify instruction as needed for students who may be out due to medical concerns

**4. How will school strengthen the PFEP to support Graduation Rate?**

**• Communication**

-direct communication with parents and stakeholders on graduation requirements

**• Parent Training**

-specified parent trainings on graduation requirements and post secondary planning -collaboration with outside community agencies to provide resources to parents through Coffee and Contacts Parent Training sessions.

**5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?**

- **School**

-School will provide follow up, resources, and supports instructionally to ensure on-track graduation for all learners.

- **Students**

-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress academically, in communication, behaviorally, and in independent functioning.

- **Parents**

-Parents will attend IEP meetings, parent conference, and parent training series as needed but will also directly collaborate with school team on ongoing basis to ensure daily communication regarding child's progress

- **Staff Training**

-ongoing staff training on home/school collaboration as well as graduation requirements and post secondary planning

- **Accessibility**

-Share all trainings with parents who are not able to attend in person via take home resources/email follow up -continue parental communication in a variety of ways -utilize front office communication team(ESE Secretary/CLF/etc) to assist -utilize administration to follow up with parents on regular basis to ensure attendance is a priority

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## **Action Step: Classroom Instruction**

Differentiate Instruction as well as provide instruction based on student's individual needs through small group, one on one and whole group instruction.

**Budget Total: \$43,699.73**

Acct Description	Description				
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Raz Plus will be used for grades K-12 for supplemental ELA instruction in the classroom.	1	\$245.00	Original	\$245.00
	Web-Based ELSB Software Older Students Software for lower grade students in ELA to supplement classroom instruction.	2	\$120.00	Original	\$240.00
	Newstopia used for instruction in ELA classes for grades K-12. This includes implementation fee.	1	\$3,107.77	Original	\$3,107.77
	Web-Based ELSB for Older Students Software for intermediate grade students in ELA to supplement classroom instruction.	9	\$120.00	Original	\$1,080.00
	Chooselt Maker (Site License) & Chooseit Maker ReadyMades will be used with K-12 students in the classroom for supplemental instruction in all content areas for extra practice.	1	\$780.00	Original	\$780.00
	Readtopia is for K-12 students for supplemental classroom instruction in ELA classes	13	\$821.00	Original	\$10,673.00
	Lesson Pixs will be used in all content areas for students in grades K-12 for supplemental classroom instruction.	50	\$36.00	Original	\$1,800.00
	Generation Genius (School License) will be used in the classroom for grades K-5 as part of instruction in Math and Science.	1	\$1,795.00	Original	\$1,795.00
	IXL Math will be used for students for remediation and prescriptive learning for Math students grades K-12.	25	\$16.00	Original	\$400.00
BT 490200- Increased funds to cover Readtopia cost increase	1	\$173.91	Budget Transfer	\$173.91	

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Attainment Focus Series Curriculum	5	\$199.00	Instructional Materials	Original	\$995.00
	Attainment ELSB for Oldere Students Program with 10 Consumables	3	\$495.00	Instructional Materials	Original	\$1,485.00
	Batteries (all sized) for Title 1 Funded Communication Devices	1	\$2,000.00	Technology	Original	\$2,000.00
	Frog Street Threes Curriculum for remediation with older students	4	\$2,499.99	Instructional Materials	Original	\$9,999.96
	Pro-Ed Enviornmental Print Curriculum Kit	2	\$712.00	Instructional Materials	Original	\$1,424.00
	Office Depot: Officemate Hevy Duty Magnets, Assorted Colors, Pack of 30	10	\$14.00	Manipulatives	Original	\$140.00
	Lexmark Cyan Extra High Yield Return Pro	3	\$70.00	General Supplies	Original	\$210.00
	Attainment It's My Life Curriculum	5	\$199.00	Instructional Materials	Original	\$995.00
	Lexmark Magenda Extra High Yield Return	4	\$70.00	General Supplies	Original	\$280.00
	Attainment Sight Word Reading Package	5	\$129.00	Instructional Materials	Original	\$645.00
	Shipping	1	\$2,100.00	Instructional Materials	Original	\$2,100.00
	Attainment Focus Series Curriculum Plus	5	\$399.00	Instructional Materials	Original	\$1,995.00

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Lexmark Yellow Extra High Yield Return	3	\$70.00	Technology	Original	\$210.00
	BT 490200- Reduced supplies to cover Readtopia cost increase	-1	\$173.91	General Supplies	Budget Transfer	-\$173.91
Educational consultants	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Personal Ponies will visit the school to assist with student social/emotional and sensory needs via animal therapy. Students will be able to visit with ponies, groom them, and work individually with staff specifically designated to support students with special needs/sensory needs, February 2025	1	\$500.00	Original	\$500.00	
	Cox Science Center will schedule school based visit for grades K-12+ and provide hands on learning activities (Discovery Dome) that support individual students' goals. October 2024	1	\$600.00	Original	\$600.00	

## Action Step: Professional Development

To provide personalized professional development based on teacher input and student need.

**Budget Total: \$0.00**

Acct Description	Description

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$667.27**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Hook and Loop Coins 3/4 inch white pack of 200	3	\$16.97	Manipulatives	Original	\$50.91
	Velcro Brand Sticky Back Fasteners, 5/8' Coin White Pack of 15	4	\$4.09	Manipulatives	Original	\$16.36
Enrichment Contracts	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Cox Science Center STEAM night to take place in January 2025. This will provide hands-on science activities for families.	1	\$600.00	Original	\$600.00	

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.



## 1. Mission Statement

Royal Palm School's goal is to foster strong home/school collaboration between teachers, staff, administration, parents and additional outside stakeholders. At Royal Palm school we strive to ensure that parents are informed about their child's educational progress, individual goals, and are afforded the opportunity to connect with staff members to partner in the process of education. Our goal is to continue to foster multiple opportunities for all parents to become involved in school activities, trainings, and other avenues to learn more about the special education process and understand how to implement strategies at home that compliment the services and instruction the student receives. It is our continued goal to work with our parents to communicate clearly, in their native language, and provide accessibility to information in a variety of ways to ensure they are as involved as possible in their child's educational process.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Jennifer Corcoran	Principal
Mollie Bongiovi	Curriculum Coach
Valerie Mathieu	Business Partner

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents are invited to participate in all meetings where parent/family engagement plan is discussed to ensure full representation of all stakeholders. Teachers, administrators, and non-instructional staff represent school-based personnel. SAC chair serves as liaison between school and outside community interests. Additionally, business and community partners are represented to ensure that community partnerships are available to support parent engagement and link school and community.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will engage in ongoing discussions at SAC meetings to discuss and implement school-wide plan to increase parent engagement and ensure school/community connections.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholder provided input as to how Title 1 funding will support parent and family engagement by discussing school-based needs to improve home/school connection. As a result parental trainings relating to language-based communication and PreK transition were prioritized. Additionally staff training relating to improving communication with families of students with disabilities as well as implementing school-based behavioral strategies at home were prioritized as a result of these discussions.

Name	Title
Jennifer Corcoran	Principal
Mollie Bongiovi	Assistant Principal

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

**1. What is the actual date, time and location of the Annual Meeting?**

The Annual Title I Meeting will be held on Wednesday October 2, 2024 at 9:15 AM in the school Media Center.

**2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).**

Parents, teachers, and community members will be notified through call-outs, emails, parent newsletter, staff newsletter, marquee, and school website.

**3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.**

Resources needed will include technology to provide virtual meeting, Powerpoint presentation, CLF assistance to provide interpretation as needed, Title 1 resources, FAA information, information regarding upcoming parent trainings, evaluation form.

## **Staff Trainings**

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

**1. Staff Training for Parent and Family Engagement #1**

- **Name of Training**

Functional Communication Training to Support Home/School Collaboration

- **What specific strategy, skill or program will staff learn to implement with families?**

Staff members will receive direct support in sharing specific strategies using functional communication skills and PECs to share with parents and families to implement in the home based setting for home/school collaboration.

- **What is the expected impact of this training on family engagement?**

Increased parental usage and understanding of communication based strategies and models to increase expressive and receptive language at home and school.

- **What will teachers submit as evidence of implementation?**

various samples of PECs communication and visual schedules/additional visuals to support that they share with families.

- **Month of Training**

October 2024

- **Responsible Person(s)**

TBA

## 2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Behavioral Based Strategies for Home/School Connections

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how to share basic behavior based strategies including token economies, first/then charts and supports, and subsequent basic behavioral techniques using visual supports with families. This can be used particularly during parent conferences to improve home/school communication and connections.

- What is the expected impact of this training on family engagement?

The expected impact is increased generalization of behavioral skills acquisition per student individual goals for home/school connection and collaboration.

- What will teachers submit as evidence of implementation?

Teachers will submit individual visuals, token boards, and other individualized systematic interventions to support behavior generalization in the home setting.

- Month of Training

January 2025

- Responsible Person(s)

Joshua Newsome

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Coffee and Contacts: Transition to Adulthood

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will receive specific information related directly to resources around transition to adulthood, post secondary planning, and programs and supports in their respective communities.

- Describe the interactive hands-on component of the training.

The interactive hands-on component will be a variety of resources shared in hand-out format and follow up information shared with parents on specific programs and resources to help them prepare for post-secondary planning and success.

- What is the expected impact of this training on student achievement?

The expected impact of this training on student achievement is an increase in parental preparation for post-secondary planning for students in both the High School and Transition programs at Royal Palm School. This level of support will lead to success in building independent and daily living skills both in school and beyond after graduation.

- Date of Training

August 2024

- Responsible Person(s)

TBA

- Resources and Materials

Handout and community based resources will be shared to all parent participants.

- Amount (e.g. \$10.00)

N/A

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Coffee and Contacts: Agency for Persons with Disabilities



- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn the supports and services APD can provide to families. APD will present on specific information to access individualized resources to meet the needs of all participants.

- Describe the interactive hands-on component of the training.

Opportunity to meet individually with APD staff and school based resource staff to follow up on particular needs. APD resources will be shared with families in handout format and follow up will occur individually with families who sign up for extended supports.

- What is the expected impact of this training on student achievement?

Families will increase their knowledge relating to the wide variety of services and supports provided by APD and this will allow them to access resources through the organization that best meet individual needs.

- Date of Training

October 2024

- Responsible Person(s)

TBA

- Resources and Materials

Handouts, individual resources/follow up

- Amount (e.g. \$10.00)

N/A

## 5. Parent and Family Capacity Building Training #3

- **Name of Training**

Coffee and Contacts: Transition to KG Parent Meeting

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will receive extensive training and information regarding preparation for transition out of the Royal Palm PreK Program to Kindergarten. Topics discussed with include programming types for KG, team recommendations, the purpose of the transition IEP meeting, proactive planning for KG success, and resources and supports.

- **Describe the interactive hands-on component of the training.**

Parents will receive a variety of resources and supports to ensure a successful understanding of the KG transition process. A Transition to KG folder will be provided to all families.

- **What is the expected impact of this training on student achievement?**

The expected impact of this training will be an increased knowledge and awareness of the process for KG transition, particularly the school based recommendations through the transition IEP and how to properly prepare for a successful transition to KG no matter the school or setting for all articulating PreK students and their families.

- **Date of Training**

February 2025

- **Responsible Person(s)**

TBA

- Resources and Materials

Resources and materials will include district kindergarten readiness materials, specific information regarding KG transition and the IEP process, and additional individual resources to help parents with planning for articulation.

- Amount (e.g. \$10.00)

N/A

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

District ESE Behavior Team

- Describe how agency/organization supports families.

Provide ESE best practice training and support to teachers in managing classroom behavior

- Based on the description list the documentation you will provide to showcase this partnership.

Handouts and presentations of teacher/staff trainings, emails and communications between school team and district staff, and individual emails on student collaboration.

- Frequency

On schedule; based on needs and availability of the staff

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Chariots of Love

- Describe how agency/organization supports families.

Organization assists with sponsoring students to provide wheelchairs and other items to mobility challenged children at our school site. School staff and stakeholders participate annually in Annual Barrier Free 5K Walk/Run to support organization.

- Based on the description list the documentation you will provide to showcase this partnership.

Documentation will include meeting notes, photographs, and handouts/shared with parents/families.

- Frequency

Multiple times throughout course of school year

## 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Multicultural Dept School District of Palm Beach County

- Describe how agency/organization supports families.

The Multicultural Department will directly support students and families through providing academic support to students through Community Language Facilitators. CLF's will also directly support parents through answering phone calls and following up with parents on a daily basis, communicating crucial school information, providing translation/interpretation at IEP meetings as needed, and providing interpretation at parent trainings, SAC meetings, Title 1 meetings, and additional school-based events.

- Based on the description list the documentation you will provide to showcase this partnership.

Daily CLF schedules/parent communication logs/Title 1 meeting notes/agenda/sign in sheet, Parent training notes/agenda/sign in sheet/ translation of parent information as needed.

- Frequency

Daily-ongoing basis

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Title 1 information will be shared via the Title 1 Annual meeting as well as SAC meetings. Additionally parents will receive continual information via parent newsletter, school website, call-outs/emails, staff communication, flyers, and marquee.

- List evidence that you will upload based on your description.

Evidence will include meeting and training and presentations, SAC meeting info and notes, parent newsletters, staff communication and newsletters

- Description

This information will be communicated to parents through Title 1 Annual meeting, parent trainings, parent conferences and IEP meetings, and parent newsletter/handouts.

- List evidence that you will upload based on your description.

Evidence will include meeting information from Title 1 annual meeting, SAC meeting info and notes, parent newsletters, staff communication and newsletters

- Description

This information will be communicated to parents through Title 1 Annual meeting, parent trainings, parent conferences and IEP meetings, and parent newsletter.

- List evidence that you will upload based on your description.

Evidence will include meeting information from Title 1 annual meeting, SAC meeting info and notes, parent newsletters, staff communication and newsletters

- Description

Families will be invited to SAC meetings, Parent trainings, Parent-Teacher conferences, all IEP meetings and other Child Study Team meetings, and Title 1 Annual Meeting. Parents will be notified via invitation, Parent Newsletter, flyers, marquee, call-outs, and direct contact with school/teacher.

- List evidence that you will upload based on your description.

Evidence will include meeting information from Title 1 annual meeting, SAC meeting info and notes, parent newsletters, staff communication and newsletters

- Description

Meetings, trainings, and activities will be held at various times during the day to ensure flexibility(morning and afternoon). Interpreters will be provided at the trainings to ensure language facilitation is available for those who need it. Virtual meetings and trainings will be available as needed.

- List evidence that you will upload based on your description.

Evidence will include meeting information from the Title 1 annual meeting, SAC meeting info and notes, parent newsletters, staff communication and newsletters

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

### 3. Families engaged in migratory work

### 4. Families experiencing homelessness

- Description

Community language facilitators will translate all written parent communication to Spanish and Creole, attend IEP meetings as needed, parent trainings, and communicate with parents in their native language. CLF's also provide parents with headphones so they can hear the interpreters on a 1:1 basis if needed in a parent training. Parents are surveyed in native languages to assess need and CLF's also support front office staff to ensure questions are answered in native language. All trainings will be recorded for accessibility.

- List evidence that you will upload based on your description.

Translation of documents relating specifically to parent meetings will be provided as well as sign in sheets/support from CLF's for all parent events as needed.

- Description

Sign language interpreters are available to interpret for Deaf/Hard of Hearing parents as needed. School is a special education center school therefore entire campus is an ADA approved facility that allows accessibility for individuals with disabilities to easily navigate the campus. Parents are surveyed on needs to ensure proper accommodations can be provided. All trainings will be recorded for accessibility.

- List evidence that you will upload based on your description.

Sign in sheets for interpretation as needed, parent surveys relating to accommodations as needed

- Description

Parents of migrant students are invited to attend all meetings. CLF's and teachers directly invite parents to meetings and trainings and interpreters are available to assist. Migrant parents are surveyed upon entering the school and ESOL Coordinator directly works with ESOL Specialist, Migrant Liaison, and CLF's to support families directly as needed. All trainings will be recorded for accessibility.



- List evidence that you will upload based on your description.

Parent surveys, sample communication with Migrant office.

- Description

School collaborates directly with McKinney-Vento program and school-based McKinney Vento contact works directly with specialist to support families experiencing homelessness to ensure their needs are met to include school meals, school supplies, referrals to district and community based programs, as well as assistance with online engagement. All trainings will be recorded for accessibility.

- List evidence that you will upload based on your description.

Student Housing Questionnaire, emails with homeless department, surveys,

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

#### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

# Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

Royal Palm School provides an environment that is conducive to creating a culture of increasing students' non-academic growth. Social/emotional learning is infused daily into all academic instruction. Due to the nature of the school site, there are multiple staff members who have direct roles in which they support non-academic needs relating to coping and social emotional/behavioral components. The school has multiple Behavior Intervention Assistants who teach proactive replacement behaviors daily within specified classrooms and monitor progress on Behavior Intervention Plans to promote independence. Our school psychologist is a key support to the Child Study Team but also serves on school-based study teams to assess and implement plans specifically relating to social/emotional needs. Within the classroom the teacher conducts ongoing assessments of the student's individual social/ emotional needs. The school also partners and collaborates with multiple community agencies, such as PBIS to provide collaborative services and supports both inside and outside the school to improve home/school connections. Additionally, the school partners with the ESE Behavior Team to ensure all behavioral-based staff work together to have updated training in implementation of crisis management procedures and proactive behavioral strategies to maintain stable functioning for all students and increase progress. Finally, the behavior program is overseen by the school's own Behavior Resource Teacher, who not only oversees the direct implementation of all student individualized behavior intervention plans, but also partners with staff both instructional and non instructional alike, to support the generalization of behavior skills as well as functional communication and independent functioning, to ensure that students make individual progress and are prepared for adulthood.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

Royal Palm School students have been identified, made eligible and placed in ESE programs prior to arriving to Royal Palm School. RPS is the most restrictive non-residential educational facility and serves students with the most severe disabilities and medical needs ages 3-22. The severe disabilities include physical, cognitive, and social deficits. RPS provides a multitude of services onsite to help students with multiple needs and the entire physical environment has been designed and structured around the unique needs of our students. Students receive Speech/Language Therapy, Vision, Deaf and Hard of Hearing, Orientation and Mobility, Physical Therapy, and Occupational Therapy. The school has IEP/Child Study teams meetings at a minimum of once a year to review and update the students progress and needs to ensure academic success. The strengths and deficiencies are addressed. Interim meetings are at times held as necessary to discuss concerns or changes in the student's skills. The School-wide Matrix of Behavior Expectations and all classroom management plans and expectations are posted. All rules and procedures are reviewed daily with students. Discipline referral procedures are reviewed with staff. Behavior Intervention Assistants staff are trained on district approved Preventative Crisis Management (PCM) procedures. BIA's meet monthly with administration to review protocols and discuss student in need of additional support. Functional Behavioral Assessments/Behavior Intervention Plans are reviewed and updated in an ongoing basis to ensure replacement skills are taught daily. All BIA's track student progress in BIA folder with data collection, evidence of implementation of FBA/BIP goals, and copies of all relevant plans. Additionally the school partners with the ESE Department for ongoing professional development for behavioral based staff. Our PreK team works to hold monthly meetings involving PreK staff, related service providers, administration as needed, and the school psychologist to ensure that all academic and behavioral needs are met in PreK to ensure that students make progress and transition to their Least Restrictive Environment with success in kindergarten. Finally School-Based Team has been established as a problem-solving team that meets regularly for both PreK and K12 staff and the team includes administration, ESE Coordinator, school psychologist, ESE Teacher, Behavior Resource Teacher, Behavioral Health Professional, BIA's as needed, and additional related service professionals to plan specific interventions for students in need.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

All students are immersed in rigorous tasks encompassing the full intent of the standards. The students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based (ACCESS Points).. Students at Royal Palm receive a variety of courses dependent on the grade level and disability. All PreK instruction and K-12 instruction follows Scope and Sequence and infuses district-approved curriculum to meet student's individual needs. All Fine Arts classes including, music, physical education, art, agriculture, and STEAM, collaborate on an ongoing basis with classroom teachers to provide engaging content that not only complements the curriculum-based instruction, but also focuses heavily on individual student goals including communication skills and independent functioning. Multiple opportunities are given to increase learning time and connect to real world applications through this collaborative focus. Multiple extra curricular opportunities exist in the school to enrich student's education. Many additional opportunities exist for learning extensions that help to engage our diverse learners including monthly themed activities, collaboration with Special Olympics, and collaboration with neighboring comprehensive high schools through Peer Support Programs that provide students with opportunities to grow, learn, make new friends, and practice social and communication skills. All of these opportunities focus heavily on collaboration for individual student progress to support and promote independence for all learners. Staff collaborates together to ensure a student-centered, personalized environment. The students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. In addition, the students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. The Florida Alternate Assessment data is reviewed and students shown with a potential to increase learning gains are identified. Instruction is modified/supplemented with one on one tutorial with teacher and resource staff. Classrooms are supplied with additional materials to support the curriculum including books, technology devices ( and online website subscriptions. To provide continuous education, Royal Palm School provides an Extended School Year for Pre-K to 12th grade students .The rationale for the extended school year is to maintain or increase the students' academic skill level relative to their IEP. The purpose of the extended school year includes providing core academic instruction, enrichment by intensive teacher collaboration and planning. Recommendations for participation in ESY is an IEP team decision.

# Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

The Transition program at Royal Palm School (ages 18-22) focuses heavily on preparation for post-school adult living. This includes and incorporates Science, Math, Social Skills and career preparation strategies that students will use throughout their adult life. Through the work of our ESE Coordinator and team, students who are competitively employable are referred to Vocational Rehabilitation for post-school employment services. Students have also been referred to the Agency For Persons With Disabilities for meaningful day activity funding. Students in our Transition Program receive differentiated curriculum and instruction daily geared toward helping them make progress in social/emotional skills, communication, and independent functioning. Additionally teachers partner with staff in Fine Arts classes to infuse core content instruction with hands-on learning that promotes daily living skills and independent tasks to help students gain skills for post-school adult living. Our school-based Guidance Counselor assists with all students to ensure they meet graduation requirements and directly supports parent and family engagement to support post-school readiness and provides outside resources for all students and families to meet individual needs.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- On-site school tours for new kindergarten families

- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

#### 1. Transition to Elementary School

Royal Palm School provides ESE full day and half-day Pre-K classes for students ages 3-5 years old. The focus of the Pre-K program at Royal Palm School is to provide early intervention to meet individual student needs to successfully build independence and transition children to kindergarten programming in their least restrictive environment (LRE). PreK teachers meet together on ongoing basis to collaboratively plan lessons, discuss scope and sequence, and work in conjunction closely with related service providers including Speech and Language Pathologists, Occupational Therapists, and Physical Therapists. Additionally, our school ESE Coordinator leads ongoing Pre-K school-based team discussions in collaboration with the school psychologist and teacher team to discuss strategies, data collection, and additional needs to ensure that appropriate interventions are targeted to meet student needs. The Pre-K Staff participates in ongoing training and professional development with the ESE Pre-K and District staff and the ESE Resource Teacher to ensure that all staff receives updated training. Re-evaluation needs are discussed on an ongoing basis and our school psychologist and ESE Coordinator work collaboratively with the Pre-K team to determine need and hold successful IEP and articulation meetings to ensure all needs are met to support a successful kindergarten transition. Pre-K to K transition parent trainings will take place in the spring where parents can learn more about ESE programming that complements student's Least Restrictive Environment and school collaborates with home-schools by inviting them participate and inviting representatives of kindergarten receiving school to all IEP articulation meetings. In this way, focus remains at all times on early intervention, collaborative success, and successful transition to kindergarten in student's Least Restrictive Environment.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Embedded and ongoing professional development and support is a crucial part of Royal Palm School. The teachers are active participants in weekly optional collaborative planning sessions on an ongoing basis with the Curriculum Coach who assists with planning, curriculum support and collaboration amongst teacher teams. Specific trainings are planned in given areas and trained by in-house staff to build teacher capacity. Some training topics have included PBIS and supplemental interventions, specific curriculum based trainings, and collaborative trainings between instructional and non instructional staff. Additionally, due to the nature of the campus, non-instructional staff professional development and support is also prioritized. Our Behavior Intervention staff (BIA's) work in collaboration with administration and the ESE Department to engage in ongoing BIA Trainings that include direct support on development and implementation of Functional Behavior Assessments and Behavior Intervention Plans, data collection, proactive behavioral strategies and techniques, and crisis management procedures. Morning learning sessions are also provided to our paraprofessionals to ensure the full implementation of plans for students and to support capacity building on the campus. Themes of paraprofessional trainings include "providing visuals for students" and "communication based strategies for students" to ensure continuity and consistency between instructional and non-instructional staff. Finally, all related services providers participate in ongoing trainings and professional development offered via the ESE Department and also through embedded sessions at the school. Collaborative planning and implementation between teachers, related service providers, and non-instructional staff is at the forefront of all school-based professional development activities to ensure continuity, consistency, and overall student progress and success. Finally, our school features a non-instructional mentoring program specifically designed to build capacity for new paraprofessionals and BIA's. The purpose of this program is to quickly onboard and grow new staff and provide them with specified training and a peer to peer mentor to best support their growth and development.



# Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

## Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

## Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Royal Palm School is focused on building capacity and allowing for growth opportunities for all instructional and non-instructional staff. All new teachers to campus are enrolled into the Educator's Support Program and receive an on campus mentor or buddy teacher to provide them with peer observations, feedback, and ongoing sessions where they can ask questions, prioritize short and long term goals, and grow as educators. The curriculum coach provides optional collaborative planning sessions for all grade level teams and also provides one on one coaching sessions in all curriculum-based capacities to assist with lesson planning, differentiated instruction, and curriculum support. Open door-policy is practiced by both administrators and communication is ongoing through emails and staff newsletter to ensure all staff is supported. Team leaders meet regularly with administration to ensure collaborative communication with all staff. Additionally, non-instructional staff is supported through ongoing professional development opportunities(both BIA's and paraprofessionals). RPS has an active non instructional mentoring program that pairs experienced para's and BIA's with new staff to meet with them regularly and assist with their growth, progress and success. As a result of these continued opportunities, some non-instructional staff have finished schooling and been hired as ESE teachers to ensure continuity on our campus.