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**Title I Comprehensive Schoolwide Plan**  
**ROYAL PALM BEACH ELEMENTARY SCHOOL (2741)**

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# ELA

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

## 1. List prioritized needs statements.

69% of students in grades KG-2nd demonstrated proficiency in ELA or Reading as measured by STAR PM2 Data. 59% of students in grades 3-5 demonstrated proficiency in ELA as measured by FAST CP2 Data.

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

Not enough literature exposure during ELA block Students do not have enough access to real books at home Tier 2 students instruction and teachers need more support Teachers need support/time for planning for whole group, small group, and differentiated instruction Teachers need support when analyzing data and allotting resources for tier 2/3 interventions and small group instruction Students lack foundational skills (phonics, decoding, comprehension, vocabulary) and need additional support/intervention/remediation Students have difficulty comprehending grade level text and need additional support Students need to build stamina with their reading, and develop a love for reading Parents need support with strategies to use at home to reinforce reading development Very little time spent reading outside school ~ need to build stamina and endurance Lack of knowledge regarding online Literacy Resources Poor balance between electronics & reading books

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

Use more authentic literature during ELA A school-wide systematic program for our small groups and part Tier 1 Weekly books sent home Reading endorsed, experience teacher used for trainings, assistance, quick intervention (Reading Coach/Resource) Parent/Family Technology Night ~ Do's and Don'ts Literacy Night ~ Bingo for Books Strategy Night ~ What Good Readers Do (FAST) – Comprehension Give students at the book fair 1 free book Purchasing more decodable books Barton kits-multisensory Time for Kids and Scholastic Magazines Help students match books to their level Help students find the genre they like Schedule time for all classes to go to Ben Carson room More multicultural projects based on books about other countries so students can learn about other countries (world) D.E.A.R. at lunch Virtual meetings survey to students to help the adults know what type of books they like Aftercare: Book Club Book Clubs in class Parent book club with their child Special plans for ESE/ESOL any struggling reader - recognizing needs and planning to support ALL Communication with parents - more consistency Community volunteers to come read to students or help them with reading Art literature drama connections Peer Mentors Resource Teacher to provide small group, tiered interventions Teacher collaboration/planning days to support analyzing data and planning literacy instruction Provide Parent Involvement events to share strategies to support children's reading development at home Additional materials to support tiered reading interventions Provide after-school tutorial to support student reading progress

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

- Communication

In person & virtual options for meetings (or recorded versions of meetings/trainings) more consistent communication from teacher to parent

- Parent Training

Questioning strategies to use when reading with children at home Technology Technology Night, Literacy Night, ELA Strategy Night Technology Night, Literacy Night, ELA Strategy Night Parent tutoring in the evening for struggling parents Workshop/Guides/materials for parents w/ questioning strategies Parent coping training PPP - Positive Parenting Program - children service counsel

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

- School

promote independent reading for all students on their level provide reading materials for students to use at school and at home communicate expectations with parents and families in multiple languages

- Students

come to school on time and ready to learn complete homework to the best of their ability

- Parents

ensure their children come to school on time and ready to learn unless they are not healthy enough to do so encourage all children to follow our Bobcat Guidelines: Be Safe, Be Respectful, Be A Learner Read with their children at home & check to make sure homework is complete

- Staff Training

Technology Using Data to Drive Instruction Meeting the diverse needs of our students Technology, ORR, Differentiated Instruction for diverse learners, Dyslexia Multisensory Training Barton - Orton Gillingham Training Specific Tutoring by modality

- Accessibility

In person & virtual options for meetings

## Math

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

### 1. List prioritized needs statements.

78% of students in grades KG-2nd demonstrated proficiency in MATH as measured by STAR PM2 Data. 68% of students in grades 3-5 demonstrated proficiency in MATH as measured by FAST CP2 Data.

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

fast pace not enough practice time students missing foundational skills Lack of computers at home Lack of communication which leads to follow through. Parents do not regularly check google classroom. Lack of strategies and resources for parents to use with their children at home Students lack mathematical strategies which hinders problem-solving Teacher collaboration/planning is needed to analyze data, plan standards-based instruction, and appropriate interventions Tracking student progress, providing teacher support to spiral back and teach skills not previously mastered

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

Math vocabulary Math Lab/class support Math night at school to share strategies with parents to support their children's math progress at home Opportunities for different games with skills Trained Math resource teacher to provide additional support for math interventions Provide planning/collaboration for teachers to analyze data, track progress, plan standards-based instruction, and remediation/intervention After-school tutorial ESOL support Possibly purchase additional computers for check-out by families who do not have computers at home or open school early for students to access computers Consider purchasing paper agendas for students/family communication Organize a resource room for parents to check out instructional/practice materials to use at home Use Moby Max across campus, have check out room of resources available for parent use Coding skills Peers/Tutors/Volunteers Homework help for parents (i.e. videos, in person) Dynamo Math -evidence and research based Sharing Saavas videos with parents

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

- Communication

Facebook Show parents how to get info from portal

- Parent Training

video teacher training skills Manipulatives/Math Resources Google Classroom/Tech Training Manipulatives/Math Resources Google Classroom/Tech Training video teacher training skills assign lesson from Math book Sharing Saavas videos In Person workshops for parents

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

- School

Assign daily practice work to reinforce math skills at home Share videos and/or in-person trainings for parents in regards to current math strategies being taught at school Consistently and regularly communicate with parents ~ strategies, student progress, what parents can do at home to support children's learning in school Supply math bags for each student (manipulatives when appropriate) Provide opportunities for math practice using traditional resources as well as available technology

- Students

Complete homework & classwork to the best of their ability Persevere! Don't give up when content becomes challenging! come to school on time and ready to learn Maintain Individual Math Logs to track progress Complete assigned homework to the best of their ability

- Parents

Encourage all children to try their best. Attend parent trainings/family events. Sign and return materials and logs Monitor that homework is complete ensure their children come to school on time and ready to learn unless they are not healthy enough to do so encourage all children to follow our Bobcat Guidelines: Be Safe, Be Respectful, Be A Learner

- Staff Training

Attend math cadres Small group instruction, math intervention

- Accessibility

Translation letters

## Science

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

### 1. List prioritized needs statements.

65% of students in grade 5 demonstrated proficiency in Science as measured by the Winter District Diagnostic Data.

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

Scheduling concern - not enough time for Science Lack of Science resources (hands-on) ~ home and school Inconsistent science vocabulary usage K-5 Inconsistent science instruction in K-4 Lack of planning/collaboration dedicated to science for classroom teachers Lack of strategies for parents to use at home to support science knowledge at school

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

Science Lab scheduling committee Science Lab Additional Materials - such as Bootcamp, Generation Genius, books, Flocabulary Moby Max Science, Gizmos Increase STEAM opportunities Science Club (after school) Schedule collaboration/planning to analyze data, plan science instruction, and infuse science content throughout other content areas Plan Family Science events for families to participate in hands-on activities and learn science strategies and content (and how to support at home throughout daily activities) SECME Club Jr More real world cultural connection via Science Science field trips Being more intentional with our sub groups and what doing for different sub groups

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

- **Communication**

Facebook Show parents how to get info from portal

- **Parent Training**

Family Science Nights Family Science Nights Social Media Night for parents to help students Bullying Education Cellphone Education

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

- **School**

Family Science nights Provide Science Lab opportunities on the fine arts wheel Provide Hands-on Science/STEAM opportunities for all students Encourage participation in Family Science activities

- **Students**

Complete homework & classwork to the best of their ability come to school on time and ready to learn Complete assigned homework to the best of their ability

- **Parents**

Monitor that homework is completed to the best of their child(ren)'s ability ensure their children come to school on time and ready to learn unless they are not healthy enough to do so encourage all children to follow our Bobcat Guidelines: Be Safe, Be Respectful, Be A Learner Check to make sure homework is complete

- **Staff Training**

Data analysis K-5 Lateral planning K-5 Data analysis K-5 Vertical planning K-5

- Accessibility

PALS program

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

**Budget Total: \$110,617.48**

Acct Description	Description	Quantity	Rate	Type	Total
Online subscription	<b>Item</b>				
	Flocabulary will be used in ELA to bring the curriculum to life and reinforce core knowledge and skills to help students master standards, build vocabulary and develop 21st-century skills. (site license-700 students)	1	\$4,200.00	Original	\$4,200.00
	Generation Genius will support students' learning throughout the school (all grade levels) as a supplement to classroom instruction, providing real-world examples of science/math applications. (site license-700 students)	1	\$1,795.00	Original	\$1,795.00
	Max Moby will provide opportunities for students to practice math, reading, and science skills to reinforce concepts taught in school. (site license-700 students)	1	\$4,495.00	Original	\$4,495.00
	I Know It Math is a comprehensive, interactive math practice site for students which can be used for independent practice, remediation, assessment, or homework. The site enables teachers and parents to differentiate assignments for students allowing them to work at their own	7	\$150.00	Original	\$1,050.00



Acct Description	Description										
	<table border="1"> <thead> <tr> <th data-bbox="464 152 1455 228">Item</th> <th data-bbox="1455 152 1604 228">Quantity</th> <th data-bbox="1604 152 1770 228">Rate</th> <th data-bbox="1770 152 1900 228">Type</th> <th data-bbox="1900 152 2020 228">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total					
Item	Quantity	Rate	Type	Total							
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 344 1182 436">Item</th> <th data-bbox="1182 344 1329 436">Quantity</th> <th data-bbox="1329 344 1488 436">Rate</th> <th data-bbox="1488 344 1770 436">Supply Type</th> <th data-bbox="1770 344 1900 436">Type</th> <th data-bbox="1900 344 2020 436">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total				
Item	Quantity	Rate	Supply Type	Type	Total						
	level and pace towards mastery of concepts and skills aligned to the standards. (7 licenses - \$150 each)										
	Little Minds at Work Science of Reading Essentials Toolkit	24	\$149.99	Instructional Materials	\$3,599.76						
	Hand 2 Mind Vocab & Phonics Toolkit, Grade 3-5	1	\$5,499.75	Instructional Materials	\$5,499.75						
	Shipping	1	\$1.14	General Supplies	\$1.14						
	Post-it Notes	64	\$20.89	General Supplies	\$1,336.96						
	Science Speed Bag Workbooks (4th and 5th graders, 250 students)	250	\$14.00	Instructional Materials	\$3,500.00						
	Pencils	29	\$15.83	General Supplies	\$459.07						
	Copy Paper (case)	20	\$46.79	General Supplies	\$935.80						
Resource Teacher	Resource Teacher will provide small group, intensive instruction to students in the tiered process in both EL and Math, grades K-5, in pull-out and/or push-in models depending upon student need.										

## Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$3,516.02

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Ink	1	\$1,116.02	Technology	Original	\$1,116.02
Enrichment Contracts	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Cox Science Center will provide hands on experiences for students and their parents/families in coding, non-digital way, explore vital body parts and complete roller coaster challenges with dips, curves and loops. (October 2024)		1	\$575.00	Original	\$575.00
	Cox Science Center will provide hands on experiences for students and their parents/families in testing gravity, momentum, and velocity, reate DNA models and get hands-on experience with programming, electronics and robotics. (January 2025)		1	\$575.00	Original	\$575.00
	Cox Science Center will provide hands-on experiences for students and their parents/families so that parents are better equipped to help students at home. Students/Families will observe a 3D printing station, enter a digital world using virtual reality headsets, and create awesome spin-art designs with a Lego Mindstorm Spin Art device. (March 2025)		1	\$625.00	Original	\$625.00
	Cox Science Center will provide hands-on experiences for students and their parents/families so that parents are better equipped to help students at home. Families will build and race magnetic cars, participate in challenging games involving circuits, construct tracks of tunnels, funnels, and ramps with wooden blocks, and observe a 3D Printer in action. (April 2025)		1	\$625.00	Original	\$625.00

## Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: **\$7,803.00**

Acct Description	Description											
Supplies	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>		
	PD books - Trauma-Sensitive Instruction by John F Eller & Tom Hierck					60	\$33.50	Program Supplies	Original	\$2,010.00		
Out-of-system PD Subs	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Substitutes Days for Teachers in grades K-5 will work together to analyze student data, identify needs of students, create action plans, instructional calendars, and lesson plans to meet the needs of students in all content areas. (ELA, Math, and Science)				6	\$16.00	3	6.5	3	Non-Certified	Original	\$5,616.00

## 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

At Royal Palm Beach Elementary School, we are committed to involving our Bobcat Families in shared decision-making and encouraging them to become active participants in their child's educational process by effectively communicating academic and social/emotional goals and creating a warm, inviting environment where students and families feel welcome and are celebrated!

## **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.)

<b>Name</b>	<b>Title</b>
Tracy Ghattie	Principal
Cristina Fong	Assistant Principal
Michele Bonfiglio	Confidential Secretary
Sandra Strode	School Treasurer
Sarah Ruiz	2nd Grade Teacher, SAC Chair
Gladys Moseley	ESOL Teacher, SAC Member
Marianella Halleran	School Nurse, Parent, SAC Member
Valerie Moreland	1st Grade Teacher, SAC Member
Sherrill Disbury	Community Member (Not District), SAC Member
Carmen Campbell	Community Member (Not District), SAC Member
Guerlande Deline	Parent (Not District), SAC Member
Shannon Stilson	Parent (Not District), SAC Member
Taslema Mohamed	Parent (Not District), SAC Member
Crystal Boucher	PTO Volunteer
Tina Healion	PTO Volunteer (Not District)
Shannon Stilson	Parent (Not District)

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

The entire school was invited to participate in our Title 1 Meeting to develop our CNA. Administrative Team met with our Leadership Team and developed a plan/agenda for our staff meeting. Following the staff meeting, notices/invitations were sent home for our families to attend a meeting to share ideas and provide input as to how they would like to see our Title 1 funds allocated for next school year. In addition to printed flyers (in both English and Spanish) being sent home, we sent mass call out, text, and emails through Parent Link, posted on our School Facebook Page, and displayed on our School Marquee.

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

During our Parent/Stakeholder Title 1 Meeting held on Wednesday, March 13, 2024, we shared eligibility information with our community and our excitement in meeting criteria to receive Title 1 Funds to supplement our school/students/staff/families next school year! Next, we discussed the purpose of our Comprehensive Needs Assessment (CNA), shared current student achievement data, and shared draft needs statements that were developed with our staff. Stakeholders reviewed and analyzed our data, discussed and shared possible strategies to improve our supplemental plans to support students and families, including staff trainings and family engagement plans.

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

Stakeholders reviewed and analyzed our data, discussed and shared possible strategies to improve our supplemental plans to support students and families, including staff trainings and family engagement plans. Title I funds are being used to provide hands on experiences during parent training events by the Cox Science Center and ink to support with printing and distribution of information related to parent engagement trainings and events. Staff/Family/Community Members' (Tracy Ghetie, Principal, Cristina Fong, Assistant Principal, Staff ~ Gladys Moseley, Sarah Ruiz, Valerie Moreland, Sandra Strode, Michele Bonfiglio, Crystal Boucher, and Families/Community Members ~ Carmen Campbell, Guerlande Celine, Shannon Stilson, Sherrill Disbury, Taslema Mohamed) ideas were included along with staff ideas in our CNA of how Title 1 Funds could be used to best meet the needs of our students and families.

<b>Name</b>	<b>Title</b>
Tracy Ghattie	Principal
Cristina Fong	Assistant Principal
Sarah Ruiz	2nd Grade Teacher & SAC Chair
Michelle Wood	ESE Coordinator
Gladys Moseley	ESOL Contact
Elsy Soto	CLF & Volunteer/Business Partner Coordinator
Michele Bonfiglio	Confidential Secretary
Sandra Strode	Bookkeeper

## **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?

September 18, 2024 3:00pm Bobcat 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.).

We will post on our school Marquee, school social media (Facebook page), and include flyers in our end-of-year communication (May, 2024) as well as new school year information (August, 2024). All communication will be translated in multiple languages to reach all parents. Additionally, ParentLink will be utilized to send mass phone call, text, and email reminders of our annual meeting.

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

Google Slides Presentation Kindergarten Readiness Kits (to any family not receiving one earlier) Informational flyers about our school, academic programs/goals, and extracurricular activities Title I presentation, SWP, Parent & Family Engagement Plan (PFEP) and School-Parent Compact

## 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

How Parents Can Access Student Academic Information and Track Progress



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

Administrative team will provide training and resources for teachers to share with parents regarding access and tracking student academic achievement data.

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

One of our improvement goals for next school year (2024-2025) is to consistently communicate academic scores with our parents, grades K-5th grade. We will show the teachers how parents can access their child(ren)'s test scores through their student's portal. We will create google slides and parent hand-outs that will be included in all teachers' Curriculum Night presentations, and subsequently shared with families who were not able to attend Bobcat Curriculum Night. Teachers will remind parents to check their child's portal weekly, hold conferences to discuss student data, and share strategies to use at home to support their child(ren)'s learning in school.

- What will teachers submit as evidence of implementation?

Copies of Bobcat Curriculum Night Google Presentations; Parent Sign-in Sheets Weekly reminders (class newsletters, Parent Link calls) to check student portal, with directions attached of how to do so Parent Conference Notes

- Month of Training

August

- Responsible Person(s)

Tracy Ghettie, Cristina Fong, Melissa Herring

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

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

- Name of Training

Effective, Caring Parent Conference Strategies

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

It is important that teachers are caring and honest when sharing information with parents/families. We will provide training to share strategies to build positive relationships with families as well as open, honest communication regarding students' strengths and areas of concern. During the training, different scenarios (from past experiences) will be shared with the team, and teachers will role-play parent conversations/conferences. Teams will model conversations for the entire faculty so we can all learn and grow together.

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

By building more positive, collaborative relationships with our parents/families, our teachers will have stronger partnerships to support student growth and learning throughout the school year.

- What will teachers submit as evidence of implementation?

Professional Development Feedback Forms Parent Conference Notes

- Month of Training

September, 2024

- Responsible Person(s)

Tracy Ghettie, Cristina Fong

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

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## 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

Fun With STEM Night

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

Following the STEM Night at school, students will be encouraged to continue to read about science topics, research content that is interesting to them, and share information with their families. To support students learning at home, parents will be able to learn how to use hands-on activities and experiments at home with their children to motivate their learning for SCIENCE and increase the project-based learning opportunities for our students.

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

Cox Science Center will provide hands on experiences for students and their parents/families in coding, non-digital way, explore vital body parts and complete roller coaster challenges with dips, curves and loops. (October 2024) Tentative activities include: 1. Frog Anatomy Explore the internal and external anatomy of frogs using life-size models of the animals. 2. Liquid Motion Examine the molecular polarity of oil and water with ooze tubes and liquid moon drippers, exploring why these two substances will not bond together. 3. Let's Go Code Build critical-thinking, problem-solving, and sequencing skills through learning early coding concepts in a non-digital way! 4. MERGE Cube™ Using the power of augmented reality, students will learn, play games, and create by holding holograms and interacting with digital objects. 5. Shape-tacular Create shapes using colorful rubber bands around pegs of the geoboard, to calculate the areas and perimeters of each of these shapes. 6. Geometiles Engage in math exploration using squares, pentagons, and 3 types of triangles to construct 3D models with endless possibilities! 7. Heart in Motion Students will listen to their own heartbeat as they examine the models of a human heart and learn how it works. 8. Constructasaurus Students will enhance their problem-solving skills, hand-eye coordination, and fine motor skills as they use screwdrivers and wrenches to engineer dinosaurs. 9. Magnatiles Use Magnatiles to construct different geometric shapes and explore your engineering skills. 10. 3D & Digital Imaging Learn the concepts of the 3-dimensional images and the importance of the resolution and pixel density in the creation of digital images. 11. Roaring Roller Coaster Engineer elaborate gravity-defying thrill rides while completing roller coaster challenges! 12. Inclined Planes Learn about simple machines and how they make life easier around us each and every day. 13. BASS EGG® Using the BASS EGG®, you will learn that everything is a speaker when it sends vibrations into the object it is singing on. 14. Geo Straws Gain a better understanding of shapes and sizing as you use Geo-Straws and their connectors to build towering, yet lightweight, structures. 15. AR Elements Experience the amazing abilities of Augmented Reality by using technology to bring the Periodic Table of Elements to life in a 3D interactive animation. 16. Math Puzzles Engage in mind-stimulating math puzzles to challenge visualization skills in the process of constructing a three-dimensional foam puzzle cube. 17. Arthropods If students are brave, they will get to hold a live arthropod in the palm of their hand and learn what an arthropod is. 18. Exciting Electrons Using a plasma ball, students will be able to use their body to conduct electromagnetic energy in order to cause a light bulb to glow. 19. Tiny Circuits Explore the shockingly fun world of circuits with the Tiny Circuit kit. Students will have the ability to create 20 different electrical circuits using lights, buttons, and speakers. 20. Energy Sticks Turn your body into a working circuit as you conduct electricity to power up the Energy Sticks.

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

Parents and students will be exposed to science curriculum and standards through interactive, entertaining hands-on activities. The goal is to peak interest in science topics and encourage families to continue to research and learn together!

- Date of Training

October, 2024

- **Responsible Person(s)**

Tracy Ghetie, Cristina Fong

- **Resources and Materials**

Schools supply a large room (cafeteria), 20 tables and 20 volunteers. The Science Center brings all other materials necessary.

- **Amount (e.g. \$10.00)**

N/A

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

- **Name of Training**

Fun With STEM Night 2.0

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

Following the STEM 2.0 Night at school, students will be encouraged to continue to read about science topics, research content that is interesting to them, and share information with their families. To support students learning at home, parents will be able to learn how to use hands-on activities and experiments at home with their children to motivate their learning for SCIENCE and increase the project-based learning opportunities for our students.

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

Cox Science Center will provide hands on experiences for students and their parents/families in testing gravity, momentum, and velocity, rate DNA models and get hands-on experience with programming, electronics and robotics. (January 2025) Tentative Hands-on Activities include: 1. Brain Science Learn about the brain's structures and functions as they do brain teasers, observe a sheep's brain, and control a motorized claw using their mind! 2. Microscopic Madness Discover a tiny world unseen to the naked eye by examining specimens under a microscope. 3. Tower of Hanoi Explore mathematical inductions, logic, and reasoning by solving and completing this historic puzzle. 4. Insect Anatomy Explore the anatomy of an insect, examine an insect's three main body parts, and look through the compound eyes of an insect. 5. Riddle Cube Stretch your imagination as you race your way through this rapid, shape-shifting game of 200 mind-bending picture and word puzzles. 6. Science of Smell Use your nose as a tool to guess the different scents in an interactive game. 7. Domino Math Playing a domino memory game, use dominos to add, subtract and build patterns and test your memory. 8. Fantastic Flakes! Fine tune your creativity and engineering skills to create different designs and structures using these fantastic interlocking flakes. 9. Pattern Blocks Build patterns, create and solve critical thinking problems, and model various math concepts with pattern blocks. 10. mBot Get hands-on experience with this friendly entry-level robot as they navigate their way across the field and try to score a goal for their team! 11. Rubik's Cube Test your problem solving and pattern recognition skills as you use algorithms to attempt to solve the puzzles provided. 12. Coder Mouse Learn the fundamentals of coding as you guide a robotic mouse through a customizable maze. 13. Lipo Math Use simple algebra to calculate how much fat and sugar are in the fast food items that get consumed each and every day. 14. Circuit Maze Learn the basics of electrical engineering as you try to complete the clever circuit-building puzzles provided. 15. Molecules Demonstrate how atoms combine with each other to create simple molecules of matter. 16. Artie 3000™ Experience a creative way to learn coding as you program the Artie 3000™ to draw and create amazing shapes! 17. Q-BA-MAZE Engage in creative play as you experiment with motion, stability, physics, and art by building a Q-BA-MAZE marble run. 18. Super Stackers! Gain experience with geometric patterning and stimulate your spatial thinking skills as you design and make different structures. 19. Math Dice Reinforce early math skills as you use addition and subtraction to win a race! 20. What's your temperature? Discover how body heat can be transferred and observe temperature variations in your hands and body. 21. VR Night Sky Using a headset, you will have the opportunity to see the night sky like never before as they gaze upon the stars in virtual reality. Extra: Ready, Set, Motion Learn the basics of Chroma keying by using a green screen to film and edit clips.

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

Parents and students will be exposed to science curriculum and standards through interactive, entertaining hands-on activities. The goal is to peak interest in science topics and encourage families to continue to research and learn together!

- Date of Training

January, 2025

- **Responsible Person(s)**

Tracy Ghattie, Cristina Fong

- **Resources and Materials**

Schools supply a large room (cafeteria), 20 tables and 20 volunteers. The Science Center brings all other materials necessary.

- **Amount (e.g. \$10.00)**

N/A

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

- **Name of Training**

Fun With STEAM Night

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

Following the STEAM Night at school, students will be encouraged to continue to read about science topics, research content that is interesting to them, and share information with their families. To support students learning at home, parents will be able to learn how to use hands-on activities and experiments at home with their children to motivate their learning for SCIENCE and increase the project-based learning opportunities for our students.



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

Cox Science Center will provide hands-on experiences for students and their parents/families so that parents are better equipped to help students at home. Students/Families will observe a 3D printing station, enter a digital world using virtual reality headsets, and create awesome spin-art designs with a Lego Mindstorm Spin Art device. (March 2025) Possible hands-on activities include: 1. Gear Up Enhance your motor and engineering skills as you build countless structures using our gears set. 2. Engineering Circuits Explore the creation of building dozens of circuit creations that can light up, make sounds, and create motion. 3. Building Bridges Discover how the structure of a bridge affects its span length and ability to hold a load. 4. Engineering Magnets Enhance your creativity and building skills as you design and make your own shapes and structures using the magnet shapes provided. 5. Gyroscopes Observe how gyroscopes work and about rotational inertia. 6. Reaction Rockets Learn about the anatomy of different types of animals as they observe and interact with preserved specimens. 7. Harry Potter Coding Wand Dive into a world of magic by coding your own witchy coding spells and challenges. 8. 3D Brain puzzles Stack, pattern and match the Multicolor shapes, but don't be fooled by these endlessly enjoyable blocks meaning brain-boosting business. 9. Prisms and Light Discover how light bends as it passes through prisms, crystals, and lenses as well as the additive properties of light. 10. What's Your Pitch? Discover the mathematical relationship between vibrations and frequency of musical notes. 11. CSI Fingerprints Use a magnifying glass to look at your own fingerprints to recognize and match it to the fingerprint patterns cards. 12. Happy Atoms Using a set of 50 Atom models representing 16 different elements, you can assemble your own molecular models. The atoms stick together easily with magnets for endless fun! 13. Plus-Plus Engage in hands-on engineering using a specific geometrically-shaped brick that allows for 2D and 3D designs 14. Glow Experiment with ultraviolet light and phosphorescence. 15. Ocean Pollution Learn about the different decomposition rates of unfortunate debris found in our oceans. 16. Quiver Use the ipads to bring coloring pages to life to generate dynamic creations and explore science. 17. Botley Use Botley the robot to enhance your coding skills with various challenges and activities. 18. Dash and Cue Robot Learn about collaboration, communication, and digital literacy as you work to send commands to the Dash robots to move them, light them up, and detect the world around them. 19. Oculus Rift See the power of technology at work as you enter an immersive digital world using the Oculus Rift Virtual Reality Headset. 20. Print 3D! Observe a 3D printing station and learn all the amazing things that can be made with 3D printers. 21. Digital Dancing Learn that dancing is the art of movement of the body by using rhythm and music to perform your best dance moves!

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

Parents and students will be exposed to science curriculum and standards through interactive, entertaining hands-on activities. The goal is to peak interest in science topics and encourage families to continue to research and learn together!

- Date of Training

March, 2025

- Responsible Person(s)

Tracy Ghetie, Cristina Fong

- Resources and Materials

Schools supply a large room (cafeteria), 20 tables and 20 volunteers. The Science Center brings all other materials necessary.

- 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

McKinney-Vento Program (MVP)

- Describe how agency/organization supports families.

The MVP District Dept is charged with responding to the needs of children experiencing homelessness. We work collaboratively with the MVP team to provide supports in an efficient and seamless manner to ensure that our children experiencing homelessness are provided full and equal opportunity for success in school. The MVP team is made up of social service and education professionals who work to address problems often faced by children experiencing homelessness and youth enrolling, attending, and succeeding in school.

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

Student Housing Questionnaire, informational flyer with the McKinney-Vento program overview (English/Spanish), completed Student Housing Questionnaire, notes on services/support provided, email seeking support for families.

- Frequency

As needed.

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department welcomes families of new K-12 students whose first language is not English or who were born or attended school outside of the United States. They support these students and their families by facilitating a smooth transition to Palm Beach County schools. The center will provide assistance with the registration process and ensure students are enrolled in their zoned school, interpretations or translations, course selection advisement, free immunizations, and provide information on a variety of community agencies providing resources and services for families.

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

An informational flyer with Multicultural Departments welcome and overview (English/Spanish) given to our parents whose first language is not English.

- Frequency

As needed.

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

- Name of Agency

Migrant Education Program (MEP)

- Describe how agency/organization supports families.

The goal of the Migrant Education Program is to ensure that all migratory students reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment. This federally funded program supports high-quality education programs for migrant children that move among districts/states and helps to ensure that these students are not generalized in any manner by disparities in curriculum, graduation requirements or state academic content and student academic achievement standards.

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

An informational flyer with Migrant Education Program information about their available services (English/Spanish) given to our parents as needed.

- Frequency

As needed.

## 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**

To provide parents and families with timely information about our Title 1 programs, meetings and activities we will use our Monthly Bobcat Calendar flyer and specific activity flyers that will be sent home with students, posted to our school social media (Facebook page), and sent via ParentLink as mass phone calls, text and email. All communication will be translated in multiple languages to reach all parents.

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

School-Parent Compact, PFEP summary, Parent's Right-to-Know letters, out-of-field teacher letters, and ParentLink communication

- **Description**

Administration at RPBES will create informative flyers per grade level with specific curriculum and proficiency levels students are expected to meet that will be shared as google slides and parent hand-outs that will be included in all teachers' Curriculum Night presentations, and subsequently shared with families who were not able to attend Bobcat Curriculum Night and be sent home with student Progress Reports and Reportcards as well as given to parents during Teacher/Parent conferences.

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

Copies of Bobcat Curriculum Night Google Presentations; Parent Sign-in Sheets Copies of the parent hand-outs that will go home with each Progress Report, Report Card and Parent/Teacher Conferences

- **Description**

We will show the teachers how parents can access their child(ren)'s test scores through their student's portal. We will create google slides and parent hand-outs that will be included in all teachers' Curriculum Night presentations, and subsequently shared with families who were not able to attend Bobcat Curriculum Night and be sent home with student Progress Reports and Report Cards. Teachers will remind parents to check their child's portal weekly, hold conferences to discuss student data, and share strategies to use at home to support their child(ren)'s learning in school.

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

Copies of Bobcat Curriculum Night Google Presentations; Parent Sign-in Sheets Weekly reminders (class newsletters, Parent Link calls) to check student portal, with directions attached of how to do so Copies of the parent hand-outs that will go home with each Progress Report, Report Card and Parent/Teacher Conferences Parent Conference Notes

- **Description**

Surveys, personal phone calls, parentlink phone call, text message, & email communication, and fliers will be shared with all parents encouraging their input and feedback regarding school operation and functions. We invite all parents/families to participate in monthly school meetings (PTO, SAC, committee meetings) to share input and feedback as well.

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

Survey results, meeting notes, parent involvement sign in sheets

- **Description**

For parents and families that are not able to attend Curriculum Night we will share the google slides presentation and parent hand-outs that will be included in all teachers' Curriculum Night presentations. Copies of the parent hand-outs that will go home with each Progress Report, Report Card and Parent/Teacher Conferences explaining to parents how to access test scores through their student's portal and grade level with specific curriculum and proficiency levels.

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

flyers showing staggered times for meetings/events, invitations with links/or informing parents of the recording, google form link/calendar requesting certain date and time

## 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

At Royal Palm Beach Elementary School, we provide to our limited English proficiency families an informational flyer with the District's Multicultural Department's Welcome Center information and overview, we have our Community Language Facilitator available to translate for our Spanish speaking parents and families during the school day and at events that occur after school. When we have events, we will have designated seating with signage for our parents and families that need translation. Examples that our CLF assists with translation are translating into Spanish all school and PTO communications (i.e. flyers, invitations, letters, calendars, parent link messages, state testing notices, report card and progress report parent notices and being available to provide Spanish translation during parent/teacher/administration conferences (in person or on the phone or google meet), at education plan meetings (IEP/LEP/504), Kindergarten Round-Up presentation, Volunteer Orientation, SAC Meetings, Open House, Curriculum Night, and at special evening events (as needed). When we are in need of translation in another language we reach out to the Multicultural Department for assistance.

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

The informational flyer with Multicultural Departments welcome and overview (English/Spanish), Flyers, invitations, letters, calendars, parent link messages, state testing notices, report card and progress report parent notices, SAC Meeting sign-in, parent/teacher/administration conferences sign-in, education plan meeting sign-in, Kindergarten Round-up handouts

- Description

At Royal Palm Beach Elementary School, we consider our families with parents and family members with disabilities when organizing our parent and family events or meetings. We have handicapped parking in our front (south) and side (east) parking lots for any parent or family member to be able to enter our school from any of our main entrances for meetings or special evening events. We make accommodations, if applicable, during meetings or events for parents and family members that need an elevator or extra space due to wheelchair or other device accessibility and use signage to designate that area. We give options for our parents to attend teacher/parent/administration conference, LEP, ESE, or 504 meetings (i.e., in person, over the phone, google meet).

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

Photos of handicapped parking, ramps, seating, elevators, signage of designated area for wheelchair or other device accessibility (if applicable), meeting sign-in showing how a parent or family member with disabilities attended the conference

- Description

At Royal Palm Beach Elementary School we provide to families engaged in migratory work an informational flyer with Migrant Education Program information about available services (i.e., Supportive/Supplemental services, Academic, Parental and Enrichment services, and Migrant Parent Advisory Council services). Additionally, we communicate via email and phone calls with the Migrant Dept requesting support or services as necessary.

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

The informational flyer with Migrant Education Program information about their available services (English/Spanish), translated school-parent compacts, PFEP summaries (various languages), sign in sheets to show the CLF was present trainings, events or parent conferences.



- Description

At Royal Palm Beach Elementary School once we are made aware of any of our families who are experiencing homelessness we provide them with the Student Housing Questionnaire again that we share with the District's McKinney-Vento Department which sets into motion services and support to these families from this department (i.e., transportation, food, medical/dental, and other supports and resources) and an informational flyer with an overview of the services that the McKinney-Vento program offers. At the school level we provide donation of uniforms, school supplies, field trip funding (if available), and counseling.

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

Student Housing Questionnaire, informational flyer with the McKinney-Vento program overview (English/Spanish), completed Student Housing Questionnaire, notes on services/support provided, email seeking support for families

## 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

- Name of Activity

Bobcat Back To School BBQ

- Brief Description

Faculty, Staff, and PTO will host our annual Bobcat Back to School BBQ on August 16, 2024 at 6:00pm, at the end of the first week of school. Bobcat Families will be invited to come join in outdoor games, and purchase hamburgers/hotdogs, snow cones, and drinks. More importantly, families will have the opportunity to meet other Bobcat Families as well as several faculty and staff who will work with them throughout the school year.

### 2. Activity #2

- Name of Activity

Bobcat Trunk or Treat

- Brief Description

Bobcat Families will be encouraged to decorate their cars or come participate in our Annual Bobcat Trunk or Treat. PTO will provide all the treats and prizes to distribute, and families will get to know each other as well as our staff in a casual, fun setting!

### 3. Activity #3

- Name of Activity

Bobcat WinterFest

- Brief Description

Bobcat Families will be encouraged to attend our Bobcat WinterFest on Friday, December 13th at 6:00pm. This will be a great opportunity for families to come enjoy some outdoor holiday movies on our inflatable big screen, participate in arts & crafts activities with their children, enjoy winter snacks and treats, and network with other Bobcat Families and Faculty/Staff.

## 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 Beach Elementary School students are taught and encouraged to follow three basic guidelines in all settings: Be Safe, Be Respectful, Be A Learner. Students are supported in a variety of ways including, but not limited to, the following:

- Bobcat Golden Ticket~** When substitute teachers are on campus, they are given the opportunity to choose one student who was the most helpful throughout the day; that student will be recognized the following day by receiving a Bobcat Golden Ticket & having his/her picture taken to be posted on a special bulletin board & our school Facebook Page.
- Bobcat Woo Hoo Positive Referral~** Any staff member can complete a Woo Hoo Positive Referral Form to recognize a student who is making a positive difference, has made improvements in behavior choices (no limit), or for academic accomplishments such as improved reading ability or high math achievement, etc. Students will be recognized and given a special certificate detailing the reason why they are being celebrated!
- Bobcat Students of the Month~** Each month, each classroom teacher will recognize one student as their Bobcat Student of the Month. This is a special recognition for one student who has either done an amazing job following our Bobcat Guidelines or made huge improvements toward following the Bobcat Guidelines. Students will receive a special certificate and pawprint medal.
- Bobcat Bus Tickets~** Bus drivers may recognize students who are following the Bobcat Guidelines on the school bus by giving them a Bobcat Bus Ticket. Tickets can be turned in for special prizes to encourage all our students to be safe on the school bus!
- Bobcat Tickets~** All staff can recognize students for following our Bobcat Guidelines in any setting by giving them a Bobcat Ticket. Weekly Bobcat Ticket drawings take place on the morning news each Friday (or last day of the week) for students to win special prizes!
- Bobcat SLL~** Each week, our BHP will provide a weekly SLL theme and suggested discussion topics. Resources are linked on our Bobcat Resources Slides.
- Bobcat Student Meetings~** Admin will meet with individual students experiencing difficulty following our Bobcat Guidelines to develop individual plans/incentives for making good choices. Classroom teacher, BHP, BIAs, Parents will be involved to ensure we're all on the same page providing support to our students!
- Bobcat Student Appreciation Week~** Throughout the first week back from winter break, we will review all our Bobcat Guidelines and have special recognition to show our students we appreciate them!
- Bobcat Student Appreciation Week Bobcat Attendance Superhero~** We will recognize those students & staff who have perfect attendance each month on a special bulletin board Hall of Fame. Additionally, students & staff who have perfect attendance for the first semester of the school year will receive a Bobcat Attendance SuperHERO Award: Here Every Day Ready to Learn On Time
- Bobcat Golden Platter Award~** Review Cafe Expectations: Following directions (Be Respectful) Talking at a level 1 or 2 (Be Respectful) Using table manners to the best of my ability by staying tidy, eating my food instead of playing with it (Be Respectful) Staying in my seat (Be Safe) Walking at all times (Be Safe) Listening for directions (Be a Learner) -Ticket #1 ~ remain seated until you are: told to line up to walk through the line, walk through the line quietly and peacefully, & return to your seats - Ticket #2 ~ follow the guidelines while at your tables by eating quietly, and being careful and respectful with your food; remain in your seats; raise hand if help is needed or if you have a question -Ticket #3 ~ remain seated throughout lunch; respectful noise level; orderly line up and dismissal when teacher arrives to pick you up!

## 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

Tier 1 Implementation: All teachers, K-5th Grade, follow our District Scope & Sequence for Literacy and Math Instruction at Royal Palm Beach Elementary. Students participate in iReady Reading and Math as supplemental resources. FSQ, USA, and iReady Data are closely tracked and monitored to determine how students are progressing toward meeting (or exceeding) grade level standards. Google Spreadsheets are shared with faculty to complete at the beginning of the year, middle of the year, and end of the year (minimally) using the District Reading and Math Intervention Handbooks to determine levels of support students are to receive, identify which students require PMPs, and progress monitor as well as communicate regularly with parents. Tier 2 Implementation: Students whose data shows either a Reading Deficiency Supplemental (Tier 2) or Substantial Reading Deficiency Intensive (Tier 3) are tracked through an additional Google Spreadsheet shared with the teacher, SBT Leader, administrative team, and appropriate support staff (such as SAI teacher, ESE teacher, ESOL teacher, & Resource teacher). Parents are notified at least one time each month of student progress with ideas shared of what can be done at home to support the child's learning and academic progress. Students receive Tier 2 Intervention in small groups (3-4 students) according to specific need. Small group intervention is provided either by the classroom teacher, SAI teacher, Resource teacher, ESOL teacher, or ESE teacher, and progress is tracked and monitored closely. Students receiving Tier 2 Interventions who are making minimal progress are then also provided with Tier 3 Interventions, either individually or very small groups (2-3 students), based on specific need. Tier 3 Interventions are provided by either the classroom teacher, SAI teacher, Resource teacher, ESOL teacher, or ESE teacher.

## 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.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- 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

Royal Palm Beach Elementary School provides standards-based instruction following our District Scope and Sequence and planning to meet Florida State Standards. We also incorporate the 4C Approach to ensure we are providing a well-rounded education as our students are learning to collaborate, communicate, think critically, and be creative as they work toward meeting the State Standards. Students participate in a Fine Arts wheel on a rotational basis. The rotation includes Art, Music, Physical Education, Guidance, Science Lab, and Media. STEAM Activities are planned during Science Lab, mainly focusing on fairgame benchmarks to help build a strong background and interest in Science for all our students. In Music, students participate in a variety of activities such as chorus, handbells, musical theater, and instruments. In Physical Education, students participate in an annual Bobcat Field Day, Jump Rope for Heart, Kids' Fun Mile, Drowning Prevention program, and the Pedestrian/Bike Safety Program. Art activities are planned to supplement academic curriculum as appropriate. Data is analyzed to place students into needs-based tier 2 and tier 3 reading instruction based on their reading level. Our ESOL teacher, ESE teachers, Resource Teacher, SAI Teachers and classroom teachers work collaboratively to provide small group instruction simultaneously using research-based materials and strategies including Leveled Literacy Intervention (LLI), FCRR, Guided Reading leveled readers, etc. to increase reading proficiency. - Students are immersed in rigorous tasks encompassing the full intent of the standards. - They are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. - Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. - Teachers incorporate standards to bring in more hands-on project-based learning, in an inquiry-based model, which permits students to show mastery of standards in a variety of ways. - Students are provided with adaptive technology in reading and math in order to work at individual levels for remediation or enrichment. - Students self-select books of various genres at their independent reading level. - Students participate in data chats with their teachers about their own data, and track their progress in their individual Bobcat Data Binders. - Students participate in hands-on math and hands-on science activities. Additionally, we established a Ben Carson Reading Room in October of 2023 to help promote a lifelong love of reading. Classes sign up weekly for time to take their students to this special reading room and enjoy some good books!

## 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

Bobcat Career Day is an annual event for all students on our campus. Business Partners as well as Community Partners join us for a day to present to our students and share exciting stories regarding a variety of careers. During the presentations, the students are given opportunities to ask questions and share thoughts about different occupations. Royal Palm Beach Elementary offers the Accelerated Math Program (AMP) for students in grades 3-5. Royal Palm Beach Elementary School participates in our District Math and Science Fair, and sponsors a Bobcat SECME Club to help promote interest in Science & Math!

## 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
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

Transition to Kindergarten at Royal Palm Beach Elementary School begins by January each school year (to prepare for entering Kindergarten the following August). Throughout those 8 months leading up to the start of Kindergarten, Royal Palm Beach Elementary School provides the following: 1. Principal visits local pre-schools and daycares to share a read aloud book with potential incoming students, share informational flyers with families including registration process information, and answer questions as well as begin building positive relationships with future families. Information is also shared with the local pre-school directors regarding suggestions to help our students prepare for a smooth transition from pre-school to elementary school, including important readiness skills! 2. School Tours are scheduled throughout the year after instructional hours for families of incoming students with Admin Team. Families are provided with individual time with Admin to answer any questions, address concerns, and plan for an exciting year ahead in Kindergarten (and beyond)! 3. Bobcat Kindergarten Round-Up is scheduled and advertised through flyers, posts on social media, marquee notices, and local newspaper articles. Students and families are treated to performances from our current Kindergarten Students and Teachers, given opportunities to tour our school including a Kindergarten Classroom, and participate in Signing Day activities as they register their children for school. All families are given Kindergarten Readiness Kits for both Literacy and Math. 4. Videos are shared throughout the summer (on Social Media) to model how to use the Readiness Kits to help prepare for Kindergarten for both Literacy and Math. 5. Bobcat Meet the Teacher is scheduled the week before school begins, and families are encouraged to bring their children to drop off supplies and meet their child's teacher, see the classroom, and get answers to any questions they have. Families are scheduled to attend our Meet the Teacher at various times according to their last name, to help keep the number of families relatively small throughout this event so everyone can receive individual attention from the teachers. 6. Kindergarten Students are scheduled for staggered start throughout the first three days of school, where each Kindergarten Class can expect about 6 students each of those first three days. This allows lots of extra attention and support as students transition into Kindergarten. Teachers take students on an exciting Scavenger Hunt throughout our school during staggered start, where students will meet staff (office staff, nurse, fine arts team, cafeteria team, custodians, and support staff) and tour the building. 7. A Bobcat Kindergarten Parent Breakfast Meeting is scheduled within the first two weeks of school to reassure parents they made the best choice deciding for their child to attend our school, share information regarding volunteer opportunities, encourage families to participate in upcoming school-wide events, and answer any questions/concerns that have come up within the first couple weeks of school.

## 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

Bobcat Grade Levels participate in Weekly PLCs: Professional Learning Communities, to review current academic data and discuss best practices for instruction to the students. During PLCs, teachers receive Professional Development on the standards and best practices when it comes to instructional growth in the classroom. Area Support: Our school gets area support from the district in reading, writing, science and math when requested. Support specialists provide workshops, coaching, observations, and feedback to our teachers.

## 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

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

### 1. Recruitment and Retention

Royal Palm Beach Elementary School participates in Job Fairs organized by the School District of Palm Beach County. We assign a Mentor & Peer Teacher to each new staff member (and staff new to our school). Additionally, the Principal and Assistant Principal host a luncheon with all new staff prior to the start of the school year to preview our Bobcat Initiatives, tour the building, meet each other and key staff, and have uninterrupted time in their classrooms to begin setting up for a successful year ahead.