
Title I Comprehensive Schoolwide Plan
Royal Palm School (1801)

Title I Comprehensive Schoolwide Plan - Royal Palm School (1801)

#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Gains	19	N/A	N/A	N/A	1

1. According to data, what are your top priorities? Include needs assessment statements.

-ELA Achievement: 14% ELA Learning Gains: 25%; ELA Lowest 25%: 25% -Demonstrated need for continual collaborative planning sessions and additional resources in area of Writing to ensure all curriculum is aligned as close as possible to Access Point standards -Demonstrated need for continued support and collaboration in area of communication and maximizing collaboration between teacher, related service providers, and parent -Demonstrated need for continued to support to be able to adapt curriculum to individualize instruction to meet student needs -Demonstrated need for continued targeted support relating to intervention groups

2. List the root causes for the needs assessment statements for your top priorities.

-Need for more curriculum based hands on manipulatives and less reliance on SMARTboard technology -Demonstrated need for continued to support to be able to adapt curriculum to individualize instruction to meet student needs

3. Share possible solutions that address the root causes.

-team collaboration to adapt/modify/share strategies to address curriculum needs -support with colored copying/visual supports to enhance instruction -prioritize use of visuals for communication/behavior based strategies -prioritize individualized instruction with use of team collaboration, collaboration with in-school and district resources

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>-Continue communication in a variety of capacities including newsletters, emails, home/school communication regarding parent trainings</p>	<p>- Personalized Parent Trainings</p>	<p>-Continue curriculum based specified trainings on parent engagement and strategies</p>	<p>-Record all trainings for parents who may not be able to attend in person - Continue parent communication in a variety of ways -Utilize CLF and Multicultural Department as needed to ensure all parents have accessibility to information in home language -Focus on trainings that actually model strategies for child, not just share information</p>

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

School	Students	Parents
<p>-Continue to share with parents on a regular basis Address additional resources for parents: Parent Trainings Series/Resource Area for parents -Prioritizing open communication and home/school collaboration systems -Prioritizing Modeled supports for Parents</p>	<p>-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress.</p>	<p>-Parents will attend IEP meetings, parent conferences, and parent training series as needed</p>

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Gains	32	N/A	N/A	N/A	1

1. According to data, what are your top priorities? Include needs assessment statements.

-Math Achievement 14%, Math Learning Gains: 25% Math Lowest 25%-60% -Demonstrated need for continual collaborative planning sessions and additional resources in area of Mathematics to ensure all curriculum is aligned as close as possible to Access Point standards -Demonstrated need for continued support and collaboration in area of communication and maximizing collaboration between teacher, related service providers, and parent -Demonstrated need for continued support to be able to adapt curriculum to individualize instruction to meet student needs relating to hands on mathematics manipulatives -Demonstrated need for continued targeted support relating to intervention groups

2. List the root causes for the needs assessment statements for your top priorities.

-Need for more curriculum based hands on manipulatives and less reliance on SMARTboard technology -Demonstrated need for continued support to be able to adapt curriculum to individualize instruction to meet student needs -focus on Math instruction with hands on resources to individualize in a clearer way

3. Share possible solutions that address the root causes.

-team collaboration to adapt/modify/share strategies to address curriculum needs -support with colored copying/visual supports to enhance instruction -prioritize use of visuals for communication/behavior based strategies -prioritize individualized instruction with use of team collaboration, collaboration with in-school and district resources

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>-Continue communication in a variety of capacities including newsletters, emails, home/school communication regarding parent trainings</p>	<p>-Personalized Parent Trainings relating to Access Pts Math Standards</p>	<p>-Continue curriculum based specified trainings on parent engagement and strategies</p>	<p>-Record all trainings for parents who may not be able to attend in person - Continue parent communication in a variety of ways -Utilize CLF and Multicultural Department as needed to ensure all parents have accessibility to information in home language -Focus on trainings that actually model strategies for child, not just share information</p>

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

School	Students	Parents
<p>-Continue to share with parents on a regular basis Address additional resources for parents: Parent Trainings Series/Resource Area for parents -Prioritizing open communication and home/school collaboration systems -Prioritizing Modeled supports for Parents</p>	<p>-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress.</p>	<p>-Parents will attend IEP meetings, parent conferences, and parent training series as needed</p>

#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	N/A	N/A	N/A	N/A	1

1. According to data, what are your top priorities? Include needs assessment statements.

Science Achievement: 15 % -Increased need for hands on differentiated instruction and manipulatives to support science instruction -Demonstrated need for continued to support to be able to adapt curriculum to individualize instruction to meet student needs -Demonstrated need for continued targeted support relating to intervention groups -Demonstrated need for increased collaboration with STEAM and Agriculture

2. List the root causes for the needs assessment statements for your top priorities.

-Need for more curriculum based hands on manipulatives and less reliance on SMARTboard technology -Demonstrated need for continued to support to be able to adapt curriculum to individualize instruction to meet student needs

3. Share possible solutions that address the root causes.

-team collaboration to adapt/modify/share strategies to address curriculum needs -support with colored copying/visual supports to enhance instruction -prioritize use of visuals for communication/behavior based strategies -prioritize individualized instruction with use of team collaboration, collaboration with in-school and district resources

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>-Continue communication in a variety of capacities including newsletters, emails, home/school communication regarding parent trainings</p>	<p>-Personalized Parent Trainings relating to hands on Science Instruction/STEAM</p>	<p>-Continue curriculum based specified trainings on parent engagement and strategies</p>	<p>-Record all trainings for parents who may not be able to attend in person - Continue parent communication in a variety of ways -Utilize CLF and Multicultural Department as needed to ensure all parents have accessibility to information in home language -Focus on trainings that actually model strategies for child, not just share information</p>

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

School	Students	Parents
<p>-Continue to share with parents on a regular basis Address additional resources for parents: Parent Trainings Series/Resource Area for parents -Prioritizing open communication and home/school collaboration systems -Prioritizing Modeled supports for Parents</p>	<p>-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress.</p>	<p>-Parents will attend IEP meetings, parent conferences, and parent training series as needed</p>

#SocialStudies	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	N/A	N/A	N/A	N/A	1

1. According to data, what are your top priorities? Include needs assessment statements.

Social Studies Achievement Rate: 15 % -Demonstrated need for continued support relating to adapting curriculum to meet all student needs/additional curriculum supports in social studies

2. List the root causes for the needs assessment statements for your top priorities.

-Need for more curriculum based hands on manipulatives and less reliance on SMARTboard technology -Demonstrated need for continued to support to be able to adapt curriculum to individualize instruction to meet student needs

3. Share possible solutions that address the root causes.

-team collaboration to adapt/modify/share strategies to address curriculum needs -support with colored copying/visual supports to enhance instruction -prioritize use of visuals for communication/behavior based strategies -prioritize individualized instruction with use of team collaboration, collaboration with in-school and district resources

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>-Continue communication in a variety of capacities including newsletters, emails, home/school communication regarding parent trainings</p>	<p>- Personalized Parent Trainings</p>	<p>-Continue curriculum based specified trainings on parent engagement and strategies</p>	<p>-Record all trainings for parents who may not be able to attend in person - Continue parent communication in a variety of ways -Utilize CLF and Multicultural Department as needed to ensure all parents have accessibility to information in home language -Focus on trainings that actually model strategies for child, not just share information</p>

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

School	Students	Parents
<p>-Continue to share with parents on a regular basis Address additional resources for parents: Parent Trainings Series/Resource Area for parents -Prioritizing open communication and home/school collaboration systems -Prioritizing Modeled supports for Parents</p>	<p>-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress.</p>	<p>-Parents will attend IEP meetings, parent conferences, and parent training series as needed</p>

#Acceleration

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#Graduation	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	N/A	N/A	undefined	undefined	1

1. According to data, what are your top priorities? Include needs assessment statements.

-Graduation Rate increased to 87% -Demonstrated need for additional support for Transition/post secondary options and resources -Demonstrated need for functional approach to curriculum requirements

2. List the root causes for the needs assessment statements for your top priorities.

-Many parents are unsure of opportunities available after graduation/post job skills -Additional resources are available to support these needs -Need for additional targeted curriculum relating to post secondary skills

3. Share possible solutions that address the root causes.

-Prioritize continued focus on post secondary options and resources for parents -Prioritize parent training and collaboration on Transition Program/Grad requirements

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>-Continue communication in a variety of capacities including newsletters, emails, home/school communication regarding parent trainings</p>	<p>- Personalized Parent Trainings</p>	<p>-Continue curriculum based specified trainings on parent engagement and strategies</p>	<p>-Record all trainings for parents who may not be able to attend in person - Continue parent communication in a variety of ways -Utilize CLF and Multicultural Department as needed to ensure all parents have accessibility to information in home language -Focus on trainings that actually model strategies for child, not just share information</p>

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

School	Students	Parents
<p>-Continue to share with parents on a regular basis Address additional resources for parents: Parent Trainings Series/Resource Area for parents -Prioritizing open communication and home/school collaboration systems -Prioritizing Modeled supports for Parents -Specified resources and parent supports for post-secondary options</p>	<p>-students will work to master IEP goals in collaboration with support staff and classroom team to continue to make progress.</p>	<p>-Parents will attend IEP meetings, parent conferences, and parent training series as needed</p>

Action Step	Professional Development		Budget Total: \$994.22
Action Step	Parent Engagement		
Acct Description	Description		

Supplies	Item	Quantity	Cost	Total
	Materials for Make and Take Trainings (paper, manipulatives, folders, etc) - Card stock , velcro hands on manipulative items	50	\$10.77	\$538.5
	Ink/Toner (one set of all four colors) for parent trainings, etc.	1	\$300.00	\$300.00

Action Step	Classroom Instruction	Budget Total: \$88,957.78
--------------------	------------------------------	----------------------------------

Acct Description	Description
-------------------------	--------------------

Resource Teacher	Secondary Reading Intervention Teacher to provide push-in and pull-out support for all middle and high school students (grades 6-12).
------------------	---------------------------------------------------------------------------------------------------------------------------------------

Online subscription	Item	Quantity	Cost	Total
	Readymades site license to provide visuals for students with communication disabilities, for all core content areas, K-12	1	\$299.99	\$299.99
	Choose It Maker 3 Site License Subscription All core areas/K-12; This is used for enrichment and differentiation that enable our students to fully participate in instruction and progress academically, for all core content areas, K-12	1	\$299.00	\$299.00
	Starfall Site License All core areas/K-12; This is used for enrichment and differentiation that enable our students to fully participate in instruction and progress academically.	1	\$355.00	\$355.00
	Raz-Plus (Learning A to Z)/ELA K-12; This is used for enrichment and differentiation that enable our students to fully participate in instruction and progress academically. This is for three teacher-level accounts	3	\$228.00	\$684.00
	News-2-You All core areas/K-12; This is used for enrichment and differentiation that enable our students to fully participate in instruction and progress academically. This is for four teacher-level accounts	4	\$219.65	\$878.6
	Generation Genius Site License Subscription/ Science & Math/K-12; This is used for enrichment and differentiation that enable our students to fully participate in instruction and progress academically.	1	\$1,600.00	\$1,600.00
	LessonPix Subscription - (Site License) This makes visuals with instruction, helps with communication, expectations, and instruction.	1	\$1,530.00	\$1,530.00

Supplies	Item	Quantity	Cost	Total
	Batteries for Communication Devices ("C" Size)	5	\$13.31	\$66.55
	Shipping	1	\$1.86	\$1.86

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.

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.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Jennifer Corcoran	Principal
Bryan Russell	Assistant Principal
Sharon Donegan	Teacher
Elsie Gutierrez	Parent
Valerie Mathieu	Business Partner

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting 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. SAC meetings discussing plans for improving parent engagement will take place on August 17, 2022 and September 14, 2022 at 9AM. A SAC Meeting to review and discuss the CNA will take place on February 8, 2022.

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.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Jennifer Corcoran	Principal
Bryan Russell	Assistant Principal
Mollie Bongiovi	Curriculum Coach
Sharon Donegan	Teacher/SAC Chair
Elsie Gutierrez	Parent/PTO Chair
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual 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.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
The Annual Title I Meeting will take place on August 17, 2022 at 9:30 AM in the Media Center on campus at Royal Palm School. Additionally, a meeting will be recorded and shared via email with all parents and guardians for accessibility.
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, FSAA information, information regarding upcoming parent training, attendance link/Google form for attendance purposes

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.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Parent Communication Training	Teachers will be able to discuss and articulate strategies on how to engage with parents using a variety of resources that are school and community based and a variety of methods of communication.	Outcomes will be improved parent participation at school-wide events, school-wide meetings, individualized meetings, and improved home/school collaboration.	Evidences of implementation will include home/school communication notes/multiple modes of communication	October	Bryan Russell

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Supporting our Families for Post Secondary Success	Teachers will learn more about graduation requirements and school/community based resources afforded to families as they move into high school/transition/and post secondary programming	Expected outcome will be improved teacher/parent communication relating to post secondary programming and success	Evidences will include training resources and information shared and home/school communication/meeting notes as needed	January	Tonina Stango/District Transition Resource Staff

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Parent Training Series: Parent Training Series: Access Points 101: Supporting your Child Academically through the Access Points Standards	Parents will learn and understand how teachers and staff utilize Access Points standards to provide core instruction and gain a better understanding of curriculum and expectations at Royal Palm School.	Parents will have access to curriculum based resources and materials to support home/school connection relating to curriculum. Parents will participate in hands-on learning component to better understand Access Points Standards. Hands on learning component will include ELA and Mathematics activities that allow parents to read and comprehend passages and select choices at an independent, supported, and participatory response level. Presenters will share sample classroom activities with parents and parents will turn and talk to a partner to discuss the various prompting levels and how they can support their learner at home with answering questions with various levels of prompting that relate back to curriculum and content standards.	The expected outcome is improved parental understanding relating to curriculum requirements and Access Point standards.	October 12, 2022	Mollie Bongiovi	copies of curriculum materials/resources	

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>

Parent Training Series: Functional Communication to Support All Learners	Parents will learn functional communication tips and strategies to assist with implementation at home.	Parents will be given opportunity to learn about core communication boards and model and practice with boards to better understand functional communication.	The expected outcome is improved parental understanding of functional communication strategies to help their students reach their individual speech, language, and overall communication goals.	November 9, 2022	Colleen Fritts	copies of communication boards/resources for parents.
-----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	----------------	-------------------------------------------------------

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.

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
District ESE Behavior Team	Provide ESE best practice training and support to teachers in managing classroom behavior	Handouts and presentations of teacher/staff trainings, emails and communications between school team and district staff, and individual emails on student collaboration.	On schedule; based on needs and availability of staff

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Chariots of Love	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. During FY20 a student at the school was the Grand Marshall in the race, and was one of the organization's wheelchair recipients.	Documentation will include meeting notes, photographs, and handouts/shared with parents/families.	Multiple times throughout course of school year

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Multicultural Dept School District of Palm Beach County	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.	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.	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.

<p>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.</p>	<p>List evidence that you will upload based on your description.</p>
<p>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.</p>	<p>Evidence will include meeting and training and presentations, SAC meeting info and notes, parent newsletters, staff communication and newsletters</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>This information will be communicated to parents through Title 1 Annual meeting, parent trainings, parent conferences and IEP meetings, and parent newsletter.</p>	<p>Evidence will include meeting information from Title 1 annual meeting, SAC meeting info and notes, parent newsletters, staff communication and newsletters</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>This information will be communicated to parents through Title 1 Annual meeting, parent trainings, parent conferences and IEP meetings, and parent newsletter.</p>	<p>Evidence will include meeting information from Title 1 annual meeting, SAC meeting info and notes, parent newsletters, staff communication and newsletters</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>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.</p>	<p>Evidence will include meeting information from Title 1 annual meeting, SAC meeting info and notes, parent newsletters, staff communication and newsletters</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>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.</p>	<p>Evidence will include meeting information from Title 1 annual meeting, SAC meeting info and notes, parent newsletters, staff communication and newsletters</p>

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	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>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.</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Sign in sheets for interpretation as needed, parent surveys relating to accommodations as needed</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Parent surveys, sample communication with Migrant office.</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Student Housing Questionnaire, emails with homeless department, surveys,</p>	

Building Students' 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.

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. Additionally, the school has a Behavioral Health Professional(BHP) who conducts direct sessions daily with students to work on social/emotional needs and works with families as well. 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 PBS (Positive Behavior Supports) to provide collaborative services and supports both inside and outside the school to improve home/school connections. Finally, 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.

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.

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.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 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)].*

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, home-economics, shop, 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. Our home economics, shop, and agriculture electives teachers collaborate directly with our Transition teachers to ensure content is heavily focused on independent skills and job skills that complements IEP goals directly. Multiple opportunities are given to increase learning time and connect to real world applications through this collaborative focus. Our transition resource teacher collaborates with outside agencies and job sites to provide students with off campus opportunities to learn real world skills and provide readiness opportunities for supported employment. Multiple extra curricular opportunities exist in the school to enrich student's education. The school has a very active Green Team that complements science curriculum and provides transition students with opportunities to learn hands on skills. The school has an active Student Government and holds a school-wide election every October that allows high school and transition students an opportunity to practice communication skills and social skills while they campaign for school-wide elected office. 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.

By implementing the third Pillar, students collaborate in 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 additions, 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 Standards 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 (iPads and AAC devices, Apple TV) and online website subscriptions. Three iPad trainings were provided for teachers. Providing parents with literacy and math trainings and at home activities.

To provide continuous education, Royal Palm School provides an Extended School Year for Pre-K to 12th grade students that add 6,840 minutes to the student's school year.

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.

In addition to the core content, Royal Palm School provides additional opportunities for students to participate in fine arts classes for 55 minute periods. All elementary, middle and high school students rotate between the 4 fine arts classes including art, music, PE, and computer lab. On the fifth day the teacher works on the student's IEP goals and core curriculum. The transition students, ages 18-22 years old, are scheduled in vocational courses including shop, home economics and agriculture which provide the students with skills to prepare them for post school placements. Other opportunities for the 18-22 year old students include off-campus work site placements that focus on skills necessary for outside employment. The fine arts classes are taught by certified teachers. The fine arts instructors follow district approved curriculum that supplement the core content courses required by the district.

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.

Current seniors on campus will receive Special Diploma option 1. All High School students are required to take a post school credit as graduation requirement. 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 Home Economics, Shop, and Agriculture 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.

Transition from Early Childhood Education Programs 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
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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
- Collaboration with local preschools to develop readiness skills

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 has a full-time Pre-K ESE Coordinator who 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 Pre-K 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 night 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 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

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. Additionally ongoing optional "morning learning sessions" are scheduled based on teacher input to support in various domains. Some sessions have included direct support in the new EdPlan system, learning goal creation and development, re-evaluation needs, implementation of accommodations with fidelity, and visual supports. Additionally afternoon sessions are scheduled on an ongoing basis with Pre-K staff to ensure professional development is prioritized in Pre-K as well. All new teachers to Royal Palm are active participants in the Educator Support Program and monthly "huddles" include pertinent information for new staff and their mentors to ensure success for all new teachers. The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be community ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

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 monthly paraprofessional training session on selected topics offered to all paraprofessionals both PreK and K12. Para training will focus on selected topics including behavioral, communication based topics, and guest speakers from both RPS staff and the ESE Department to build collaborative capacity.

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

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 and 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). As a result, some non-instructional staff have finished schooling and been hired as ESE teachers to ensure continuity on our campus. Finally, if staff brings up a concern or a learning opportunity, administration collaborates directly with district ESE support staff to quickly address in optional virtual morning learning sessions that are informal and provide teachers opportunities to gain information, ask questions, and resources for follow up support.

