
Title I Comprehensive Schoolwide Plan
ROYAL PALM SCHOOL (1801)

ELA

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

1. List prioritized needs statements.

-ELA Achievement-6% ELA Learning Gains-38% -Demonstrated need for continued collaborative planning sessions and direct support from Curriculum Coach -Demonstrated need for adapting curriculum needs to individualize instruction -Demonstrated need for increased focus on materials that connect to real world content

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

-Continued need for targeted small group intervention based on student need utilizing differentiated curriculum (led to significant ELA gains) - Continued need for rotational individualized instruction to allow students for practice both individual goals as well as guided practice relating to ACCESS point standards

3. Share possible solutions that address the root causes.

-increased collaboration between non-instructional/instructional staff with direct focus on small group interventions via curriculum coach and team - support with visuals to assist with communication and behavioral based strategies -collaboration with all service providers, particularly SLPs to assist with functional communication approach to curriculum based needs

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

-continue communication via home/school note in all aspects, email and direct communication regarding monthly parent trainings

• Parent Training

-Resource Hub for Parents(newly created), monthly parent trainings

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

- **School**

-continue to share present levels with parents on a regular basis -address additional resources for parents -resource hub/monthly coffee with contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports

- **Students**

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

- **Parents**

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

- **Staff Training**

-continue curriculum based trainings and personalized trainings on parental engagement(three part series began this year on home/school connections)

- **Accessibility**

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

Math

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

1. List prioritized needs statements.

-Math Achievement- 6% Math Learning Gains-27% -Demonstrated need for continued collaborative planning sessions and direct support from Curriculum Coach -Demonstrated need for more hands on manipulatives to directly compliment curriculum based approach -Demonstrated need for increased focus on specified intervention groups and curriculum given individual student needs

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

-Need for continued use of individualized instruction and differentiated small groups utilizing specific math interventions -Ample growth in ELA via a focus on small group intervention in FY22 shows need for non instructional and instructional staff to also focus on mathematics as well -Students need support in real world concepts and adapting materials to support this to assist with gaining independence

3. Share possible solutions that address the root causes.

-targeted approach to math intervention utilizing adapted curriculum to meet all student needs through differentiated instruction -need for ample visuals and communication supports to assist with helping students understand concepts when learning in both whole and small groups

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

• Communication

-continue communication via home/school note in all aspects, email and direct communication regarding monthly parent trainings

• Parent Training

-Resource Hub for Parents(newly created), monthly parent trainings

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

- **School**

-continue to share present levels with parents on a regular basis -address additional resources for parents -resource hub/monthly coffee with contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports

- **Students**

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

- **Parents**

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

- **Staff Training**

-continue curriculum based trainings and personalized trainings on parental engagement(three part series began this year on home/school connections)

- **Accessibility**

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

Science

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

1. List prioritized needs statements.

Science Achievement-9% -Continued need for hands on approach to all science instruction and visuals/manipulatives to support real life concepts - Continued need for small group and individualized instruction for Science -Continued need for collaboration across content areas including Fine Arts(STEAM, Agriculture, Shop, etc) to bring Science concepts to life

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

-Need for more hands on manipulatives to assist with students understanding concepts -Need for science concepts and curriculum to also assist with life skills concepts/building independence to assist with post secondary goals -increased use of small group instruction, less reliance on SMARTboard technology

3. Share possible solutions that address the root causes.

-continued use of team collaboration to assist with adapting curriculum to meet all student needs(pre-planning and collaborative lesson plans) -use of functional skills within curriculum to help students learn life skills while also making progress through standards based instruction -use of additional hands on manipulatives to bring content to life

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

• **Communication**

-continue communication via home/school note in all aspects, email and direct communication regarding monthly parent trainings

• **Parent Training**

-Resource Hub for Parents(newly created), monthly parent trainings

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

- **School**

-continue to share present levels with parents on a regular basis -address additional resources for parents -resource hub/monthly coffee with contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports

- **Students**

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

- **Parents**

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

- **Staff Training**

-continue curriculum based trainings and personalized trainings on parental engagement(three part series began this year on home/school connections)

- **Accessibility**

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

Social Studies

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

1. List prioritized needs statements.

-Social Studies Achievement: 10% -continued need for adapting curriculum to make it accessible and understandable for all learners in Social Studies

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

-at times there is a lack of resources for social studies/Access Points that directly relate to students

3. Share possible solutions that address the root causes.

-team collaboration to adapt/modify/share strategies as needed for social studies -support with enhanced visuals to assist with connecting content for students -increased opportunities to have real world application in classroom(maps, globes, vocab cards with pictures, ample visuals, etc) - prioritize continued individualized instruction with use of team collaboration and both in school and district resources

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

• Communication

-continue communication via home/school note in all aspects, email and direct communication regarding monthly parent trainings

• Parent Training

-Resource Hub for Parents(newly created), monthly parent trainings

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

• School

-continue to share present levels with parents on a regular basis -address additional resources for parents -resource hub/monthly coffee with contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports

- **Students**

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

- **Parents**

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

- **Staff Training**

-continue curriculum based trainings and personalized trainings on parental engagement(three part series began this year on home/school connections)

- **Accessibility**

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

Acceleration Success

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

1. List prioritized needs statements.

N/A all students are on Access Points Curriculum as Royal Palm School is an ESE Center School for students with significant cognitive disabilities.

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

N/A

3. Share possible solutions that address the root causes.

N/A

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

• Communication

N/A

• Parent Training

N/A

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

• School

N/A

• Students

N/A

• Parents

N/A

• Staff Training

N/A

- Accessibility

N/A

Graduation Rate

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

1. List prioritized needs statements.

-100% graduation rate -Continued need for students to work on making up credit opportunities to maintain increased graduation rate -Continued collaboration with high school team and curriculum coach to ensure all students have opportunities to reach all credits

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

-at times when students are out (medical reasons, etc) there are decreased opportunities to make up credits -teachers need to be aware of the importance of attendance and follow up via home/school collaboration to ensure all students earn all credits needed to graduate

3. Share possible solutions that address the root causes.

-communication team collaborates directly with classroom teacher and team to follow up on all attendance issues for students -collaborate as needed with outside providers, medical staff, nurses, parents, etc to ensure students are still able to receive instruction even if they have significant needs or are out for a period of time to ensure they do not fall behind for graduation requirements -continue direct home/school collaboration daily with parents -specified ongoing training on graduation requirements for parents since many are unaware of the process as it pertains to ESE students and their coursework

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

- Communication

-continue communication via home/school note in all aspects, email and direct communication regarding monthly parent trainings

- **Parent Training**

-Resource Hub for Parents(newly created), monthly parent trainings

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

- **School**

-continue to share present levels with parents on a regular basis -address additional resources for parents -resource hub/monthly coffee with contacts/ Curriculum Coach/ BRT to assist with direct needs -continue to prioritize modeled supports -direct training and support for parents on graduation requirements

- **Students**

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

- **Parents**

-Parents will attend IEP meetings, parent conference, and parent training series as needed but will also directly collaborate with school team on ongoing basis to ensure daily communication regarding child's progress -Parents will ensure child is regularly attending school to receive instruction and meet all requirements for graduation

- **Staff Training**

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

- **Accessibility**

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

Action Step: Classroom Instruction

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

Budget Total: **\$63,695.90**

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	News -2-You all content areas grades K-12	4	\$239.00	Original	\$956.00
	Generation Genius (School License)grades K-5 for science and math classes	1	\$1,795.00	Original	\$1,795.0
	Starfall School Membership schoolwide for all subjects, all grades	1	\$355.00	Original	\$355.00
	IXL Math grades K-12	5	\$299.00	Original	\$1,495.0
	ChooseIt Maker (Site License) & Chooseit Maker ReadyMades grades K-12 al content areas	1	\$660.00	Original	\$660.00
	TeachTown Encore Deluxe all content areas grades K-12	23	\$370.00	Original	\$8,510.0
	Raz Plus for ELA grades K-12	3	\$234.00	Original	\$702.00
	Lesson Pixs all content areas grades K-12 50 licenses	50	\$36.00	Original	\$1,800.0
	Readtopia & Readtopia GO for use in ELA classes all grade levels	1	\$3,321.00	Original	\$3,321.0
	TeachTown Encore all content areas grades K-12	20	\$299.00	Original	\$5,980.0

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Lakeshore Easy-Read Rulers	2	\$24.99	General Supplies	Original	\$49.98
	Lakeshore: Meet the Standards Hands-on Science Kits Gr.3 Complete Set	10	\$179.00	Instructional Materials	Original	\$1,790.00
	ELSB kit for Older Students (early literacy skills builder)	5	\$495.00	Instructional Materials	Original	\$2,475.00
	Lakeshore: Word Building Magnetic Letters - lowercase	10	\$10.99	Manipulatives	Original	\$109.90
	Lakeshore: Solar System Activity tub Gr. 4-6	7	\$79.99	Instructional Materials	Original	\$559.93
	Didax: Jumbo Magnetic Geoboards	10	\$23.99	Manipulatives	Original	\$239.90
	Lakeshore: Meet the Standards changes in Landscapes kit - GR 4	7	\$59.99	Instructional Materials	Original	\$419.93
	Varsity Brands aba BSN: 12 sided numbered dice	4	\$87.35	Manipulatives	Original	\$349.40
	Lakeshore: Animals Magnetic Activity Tin	10	\$34.99	Program Supplies	Original	\$349.90
	Attainment Explore Geometry Curriculum	2	\$399.00	Instructional Materials	Original	\$798.00
	Shipping	1	\$608.23	General Supplies	Original	\$608.23
	High noon books: Island Adventure	1	\$75.00	Instructional Materials	Original	\$75.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	High noon books: Magic Belt	1	\$85.00	Instructional Materials	Original	\$85.00
	High noon books: Moon Dogs Set 1 Workbook	1	\$35.00	Instructional Materials	Original	\$35.00
	Lakeshore: Earth & Environmental Theme Box	10	\$79.99	Program Supplies	Original	\$799.90
	High noon books: Moon Dogs Set 1 EXTRAS workbook	1	\$40.00	Instructional Materials	Original	\$40.00
	School Speciality: Colored Cardstock 8.5×11 pack of 250 vintage colors(communication devises)	3	\$18.47	General Supplies	Original	\$55.41
	School Specialty: School Smart Dual-Power 8-Digit Calculators	30	\$6.40	Manipulatives	Original	\$192.00
	Supply Warehouse; Paper, Copy white 8-1/2×11 letter-10rm/cs (communication visuals)	3	\$44.61	General Supplies	Original	\$133.83
	High noon books: Dragon Eggs workbook	1	\$50.00	Instructional Materials	Original	\$50.00
	hand2mind: Magnetic Apple Fractions	10	\$34.99	Manipulatives	Original	\$349.90
	High noon books: Magic Belt workbook	1	\$55.00	Instructional Materials	Original	\$55.00
	Magna-tiles: Building Tiles Clear Colors Dx Set of 48	4	\$69.29	Manipulatives	Original	\$277.16
	hand2mind: AngLegs, set of 72	15	\$12.99	Manipulatives	Original	\$194.85

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Lakeshore: Meet the Standards Hands-on Science Kits Gr.5 Complete Set	7	\$179.00	Instructional Materials	Original	\$1,253.00
	Carson Dellosa Educ: -20 to 20 student number lines manipulative Gr K-3	2	\$8.99	Manipulatives	Original	\$17.98
	Proed - PCI Reading Program Level 1 Kit	1	\$772.00	Instructional Materials	Original	\$772.00
	Kaplan: Primary Measurement Kit	4	\$149.36	Instructional Materials	Original	\$597.44
	High noon books: Moon Dogs Set 3	1	\$50.00	Instructional Materials	Original	\$50.00
	Lakeshore: Magnetic Sight-Word Sentence board	3	\$34.99	Instructional Materials	Original	\$104.97
	Lakeshore: Write & Wipe Graphing Boards with X-Y axis - set of 30	2	\$39.99	Manipulatives	Original	\$79.98
	Lakeshore Linking Cubes	3	\$19.99	Manipulatives	Original	\$59.97
	Lakeshore: Jumbo Soft Dice	5	\$24.99	Manipulatives	Original	\$124.95
	High noon books: Moon Dogs Set 2	1	\$40.00	Classroom Libraries	Original	\$40.00
	Didax: Weighted Numbers	20	\$17.95	Instructional Materials	Original	\$359.00
	Proed: Environmental Print kit (#20216) Environmental Print brings a comprehensive, standards-based language	1	\$712.00	Instructional Materials	Original	\$712.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	arts curriculum to students with significant cognitive disabilities.					
	Lakeshore Fiction Sight-Word Readers Level 2	2	\$49.99	Instructional Materials	Original	\$99.98
	Lakeshore: Plants Magnetic Activity Tin	10	\$34.99	Program Supplies	Original	\$349.90
	Lakeshore: Creating Sight-word Sentences Center	4	\$59.99	Instructional Materials	Original	\$239.96
	hand2mind: Fraction Tower cubes, set of 51	10	\$20.99	Manipulatives	Original	\$209.90
	High noon books: Moon Dogs Set 1	1	\$40.00	Instructional Materials	Original	\$40.00
	Lakeshore: Meet the Standards Hands-on Science Kits Gr.4 Complete Set	10	\$179.00	Instructional Materials	Original	\$1,790.00
	School Speciality: Cardstock Vellum Bristol White 8.5×11 67 lb 250 sheet (communication visuals)	6	\$14.51	General Supplies	Original	\$87.06
	High noon books: Moon Dogs Set 1 EXTRAS	1	\$99.00	Instructional Materials	Original	\$99.00
	Lakeshore Classroom magnetic Letters Kit	2	\$49.99	Manipulatives	Original	\$99.98
	Proed - PCI Reading Program Level 1: Comprehensive Activities	1	\$96.00	Instructional Materials	Original	\$96.00
	Lakeshore Nonfiction Sight-Word Readers Level 1	2	\$49.99	Instructional Materials	Original	\$99.98

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Frog Street Toddler	2	\$1,299.99	Instructional Materials	Original	\$2,599.98
	Hand2mind: Student Open Number line set	5	\$6.99	Instructional Materials	Original	\$34.95
	Lakeshore: Count up & count down digital timer	10	\$14.99	General Supplies	Original	\$149.90
	Lakeshore: Survive the Quake Engineering	10	\$39.99	Program Supplies	Original	\$399.90
	Lakeshore: All About Letters Pocket Chart	4	\$49.99	Instructional Materials	Original	\$199.96
	High noon books: Moon Dogs Set 2	1	\$35.00	Instructional Materials	Original	\$35.00
	High noon books: Dragon Eggs	1	\$75.00	Instructional Materials	Original	\$75.00
	Lakeshore: Meet the Standards Hands-on Science Kits Gr.2 Complete Set	10	\$179.00	Instructional Materials	Original	\$1,790.00
	Lakeshore: Literature Magnetic teaching charts	20	\$29.99	Instructional Materials	Original	\$599.80
	School Speciality: Colored Cardstock 8.5×11 pack of 250 assorted happy colors (communication devises)	3	\$18.47	General Supplies	Original	\$55.41
	hand2mind: Magnetic Pizza Fraction Demo Set, Set of 24	5	\$24.99	Manipulatives	Original	\$124.95
	Lakeshore: Meet the Standards Landforms & Erosion kit -	7	\$59.99	Instructional	Original	\$419.93

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	GR 2			Materials		
	Lakeshore: Word Building Magnetic Letters - Uppercase	10	\$10.99	Manipulatives	Original	\$109.90
	Lakeshore Nonfiction Sight-Word Readers Level 2	2	\$49.99	Instructional Materials	Original	\$99.98
	Lakeshore Fiction Sight-Word Readers Level 1	2	\$49.99	Instructional Materials	Original	\$99.98
	High noon books: Rescue	1	\$75.00	Instructional Materials	Original	\$75.00
	Batteries (all sized) for Title 1 Funded Communication Devices	1	\$1,000.00	Technology	Original	\$1,000.00
	Lakeshore: Giant Geometrical Shapes	10	\$27.99	Instructional Materials	Original	\$279.90
	Attainment Access Geometry Curriculum	2	\$349.00	Instructional Materials	Original	\$698.00
	High noon books: Moon Dogs Set 3 workbook	1	\$45.00	Instructional Materials	Original	\$45.00
	Maxiaids.com: Reizen 12-Digit Jumbo Talking Calculator	20	\$24.95	Instructional Materials	Original	\$499.00
	Lakeshore: Teaching Phonemic Awareness Skills Activity Center	2	\$39.99	Instructional Materials	Original	\$79.98
	hand2mind: Anglegs protractor, set of 6	5	\$5.99	Manipulatives	Original	\$29.95

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Lakeshore Geometric Foam Shapes	3	\$39.99	Instructional Materials	Original	\$119.97
	Didax: Magnetic Demonstration Number line, -10 to 120	20	\$24.99	Instructional Materials	Original	\$499.80
	Lakeshore: Solar System Activity tub Gr. 1-3	10	\$79.99	Instructional Materials	Original	\$799.90
	Color Printer Ink to create visuals & curriculum materials	1	\$3,000.00	General Supplies	Original	\$3,000.00
	High noon books: Island Adventure workbook	1	\$50.00	Instructional Materials	Original	\$50.00
	Lakeshore: Take-Apart Human Body Model	2	\$129.00	Manipulatives	Original	\$258.00
	Office Depot: Officemate Hevy Duty Magnets, Assorted Colors, Pack of 30	10	\$12.99	Instructional Materials	Original	\$129.90
	Lakeshore Magnet Dominoes	5	\$29.99	Instructional Materials	Original	\$149.95
	Didax: School Rocker Scales, set of 10	1	\$105.00	Instructional Materials	Original	\$105.00
	Learning Resources: Fraction Tower Equivalency cubes	10	\$20.99	Manipulatives	Original	\$209.90
	Lakeshore: Properties of Earth Activity Tub Gr. 4-6	7	\$79.99	Instructional Materials	Original	\$559.93
	High noon books: Rescue workbook	1	\$50.00	Instructional Materials	Original	\$50.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Frog Street Pre K Threes Curriculum	2	\$2,399.99	Instructional Materials	Original	\$4,799.98
	hand2mind: Giant Magnetic Pattern Blocks	20	\$24.99	Manipulatives	Original	\$499.80
	Lakeshore tactile number lines - set of 30	1	\$39.99	Instructional Materials	Original	\$39.99

Action Step: Parent Engagement

Provide parents with strategies and resources to meet needs at home and to strengthen skills and build home school connection.

Budget Total: **\$989.35**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Timer Digital Count Up/Down	52	\$9.23	Manipulatives	Original	\$479.96
	Velcro Brand Sticky Back Fasteners, 5/8" Coin White Pack of 15	1	\$4.09	Manipulatives	Original	\$4.09
	Laminating Pouches Scotch 8.9 × 11/4 in 5 (50)	2	\$23.09	General Supplies	Original	\$46.18
	Lexmark Cyan Extra High Yield Return Pro	1	\$70.00	Technology	Original	\$70.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper, Copy, White 8-1/2 × 11' (10 reams)	2	\$44.61	General Supplies	Original	\$89.22
	Hook and Loop Coins 3/4 inch white pack of 200	2	\$15.97	General Supplies	Original	\$31.94
	Lexmark Magenda Extra High Yield Return	1	\$70.00	Technology	Original	\$70.00
	Lexmark Yellow Extra High Yield Return	1	\$70.00	Technology	Original	\$70.00
	BT 465059- Price increase for Hook & Loop coins (\$26.39), Laminating Pouches (\$23.09), Timer Digital Count Up/Down (\$11.21)	1	\$127.96	General Supplies	Budget Transfer	\$127.96

Action Step: Professional Development

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

Budget Total: **\$0.00**

Acct Description	Description
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Mission Statement

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

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

1. Mission Statement

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

Involvement of Stakeholders

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

Name	Title
Jennifer Corcoran	Principal
Bryan Russell	Assistant Principal
Tonina Stango	Teacher
Mollie Bongiovi	Curriculum Coach
Valerie Mathieu	Business Partner

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

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

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

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

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

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

Name	Title
Jennifer Corcoran	Principal
Bryan Russell	Assistant Principal
Mollie Bongiovi	Curriculum Coach
Tonina Stango	Teacher/SAC Chair

Annual Parent Meeting

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

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

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

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

The Annual Title I Meeting will take place on October 4th 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.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Partnerships Between Home/School/and Community

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

The specific strategies that staff will learn will be to ascertain family needs and then subsequently utilize school and community based resources to assist.

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

The expected impact is increased access of resources by families through school partnerships that lead to supports at home for students with individualized needs.

- What will teachers submit as evidence of implementation?

Teachers will submit evidences relating to school/community resources that have been shared as well as selected follow up as needed relating to particular student needs.

- Month of Training

August 2023

- Responsible Person(s)

Bryan Russell

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBA

- Number of Participants

TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting Parents With Home/School Collaboration and Communication

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

Staff will learn to improve communication strategies with parents through a variety of methods.

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

Increased home/school connections and a clear understanding by teachers of the School/Parent Compact and how to support parents to bridge connections.

- What will teachers submit as evidence of implementation?

Teachers will submit feedback forms and resources shared regarding improving communication tips and strategies as evidences.

- Month of Training

October 2023

- Responsible Person(s)

Bryan Russell

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBA

- Number of Participants

TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Informational Session "Coffee and Contacts" 1 - Family Network on Disabilities-School and Community Based Resources

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

This informational session will allow parents to gain resources from the Family Network on Disabilities. Representatives from the organization will collaborate with school-based staff in an office hours style information and training session to share important resources to assist families in the community with a variety of needs particularly relating to individualized resources and support.

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

Parents will receive personalized information that is specific to the needs of their child and additional resources that pertain to secondary organizations that may be able to assist with specified needs in their communities.

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

The expected outcome and impact of this training will be increased parental understanding of the wide variety of resources to support students with disabilities in their own community and how they can support their child's specific needs.

- **Date of Training**

September 2023

- **Responsible Person(s)**

Tonina Stango

- **Resources and Materials**

Evaluations, Materials, Additional Handouts/Intake Forms,

- **Will use funds for refreshments as noted in SWP:**

No

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

TBA

2. Reflection/Evaluation of Training #1

- **Name of Training**

TBA

- **Number of Participants**

TBA

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

TBA

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- How do you know?

TBA

- What went well with the training?

TBA

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

TBA

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Informational Session "Coffee and Contacts" 2 - Guardianship 101

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

Parents of secondary level students were invited to open office hours to gain information about guardianship for their child in conjunction with school based staff and the Legal Aid Society.

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

Parents will be given opportunities to gain hands on resources related directly to guardianship as well as follow up directly with community based resources for support, with the direct assistance of Legal Aid and the school based ESE Coordinator.

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

Guardianship and assistance with post secondary planning is one of the most critical needs based on the CNA. The expected impact will be an increased understanding and awareness among parents to ensure that students are ready for post secondary transition and are supported by the parents/guardians.

- Date of Training

November 2023

- Responsible Person(s)

Tonina Stango

- Resources and Materials

Direct resources from Legal Aid Society/School Based Resources to assist parents with understanding of guardianship, evaluation and feedback forms

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

TBA

4. Reflection/Evaluation of Training #2

- Name of Training

Parent Informational Session "Coffee and Contacts" 2 - Guardianship 101

- Number of Participants

TBA

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

TBA

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- How do you know?

TBA

- What went well with the training?

TBA

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

TBA

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Parent Informational Session "Coffee and Contacts" 3 - Supporting Your Child through APD

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

Parents will learn about the process for applying to APD as well as the wide variety of resources APD offers for students with disabilities and their families.

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

Parents will be provided hands on resources related to services and supports APD offers as well as secondary program that may benefit students and their families.

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

Increased understanding and access to APD and the resources it provides students with disabilities and their families.

- **Date of Training**

January 2024

- **Responsible Person(s)**

Tonina Stango

- **Resources and Materials**

Direct resources from Legal Aid Society/School Based Resources to assist parents with understanding of guardianship, evaluation and feedback forms

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

TBA

6. Reflection/Evaluation of Training #3

- Name of Training

Parent Informational Session "Coffee and Contacts" 3 - Supporting Your Child through APD

- Number of Participants

TBA

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

TBA

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- How do you know?

TBA

- What went well with the training?

TBA

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

TBA

Coordination and Integration

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

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

- Name of Agency

District ESE Behavior Team

- Describe how agency/organization supports families.

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

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

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

- Frequency

On schedule; based on needs and availability of the staff

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

- Name of Agency

Chariots of Love

- Describe how agency/organization supports families.

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

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

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

- Frequency

Multiple times throughout course of school year

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

- Name of Agency

Multicultural Dept School District of Palm Beach County

- Describe how agency/organization supports families.

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

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

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

- Frequency

Daily-ongoing basis

Communication

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

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

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

• Description

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

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

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

• Description

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

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

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

• Description

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

Parent surveys, sample communication with Migrant office.

- Description

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

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

Student Housing Questionnaire, emails with homeless department, surveys,

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Royal Palm School provides an environment that is conducive to creating a culture of increasing students' non-academic growth. Social/emotional learning is infused daily into all academic instruction. Due to the nature of the school site, there are multiple staff members who have direct roles in which they support non-academic needs relating to coping and social emotional/behavioral components. The school has multiple Behavior Intervention Assistants who teach proactive replacement behaviors daily within specified classrooms and monitor progress on Behavior Intervention Plans to promote independence. Our school psychologist is a key support to the Child Study Team but also serves on school-based study teams to assess and implement plans specifically relating to social/emotional needs. Within the classroom the teacher conducts ongoing assessments of the student's individual social/ emotional needs. The school also partners and collaborates with multiple community agencies, such as 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.

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

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

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

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

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

1. Well-Rounded Education

All students are immersed in rigorous tasks encompassing the full intent of the standards. The students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based (ACCESS Points).. Students at Royal Palm receive a variety of courses dependent on the grade level and disability. All PreK instruction and K-12 instruction follows Scope and Sequence and infuses district-approved curriculum to meet student's individual needs. All Fine Arts classes including, music, physical education, art, agriculture, 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. 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. The rationale for the extended school year is to maintain or increase the students' academic skill level relative to their IEP. The purpose of the extended school year includes providing core academic instruction, enrichment by intensive teacher collaboration and planning. Recommendations for participation in ESY is an IEP team decision.

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;

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

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

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

Professional Development

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

- Regional Support
- Mentoring

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

1. Professional Development

Embedded and ongoing professional development and support is a crucial part of Royal Palm School. The teachers are active participants in weekly optional collaborative planning sessions on an ongoing basis with the Curriculum Coach who assists with planning, curriculum support and collaboration amongst teacher teams. 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

1. Recruitment and Retention

Royal Palm School is focused on building capacity and allowing for growth opportunities for all instructional and non-instructional staff. All new teachers to campus are enrolled into the Educator's Support Program and receive an on campus mentor or buddy teacher to provide them with peer observations, feedback, and ongoing sessions where they can ask questions, prioritize short and long term goals, and grow as educators. The curriculum coach provides optional collaborative planning sessions for all grade level teams and also provides one on one coaching sessions in all curriculum-based capacities to assist with lesson planning, differentiated instruction, and curriculum support. Open door-policy is practiced by both administrators and communication is ongoing through emails and staff newsletter to ensure all staff is supported. Team leaders meet regularly with administration to ensure collaborative communication with all staff. Additionally, non-instructional staff is supported through ongoing professional development opportunities(both BIA's and paraprofessionals). 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.