
Title I Comprehensive Schoolwide Plan
ROYAL PALM SCHOOL (1801)

ELA

1. List prioritized needs statements.

Grades 3-12 ELA Learning Gains 39%, ELA Achievement 7% from alternative assessment data for FY23. No FY24 Data - new FAA assessment. Based on reading foundational skills interventions for SY25, as of January 2025, 94% of our students are making learning gains with their foundational skills in ELA. Increase the percentage of students making learning gains in ELA. Demonstrated need for focus on foundational skills to continue to build pre-academic skills for students in need while also focusing on standards. Demonstrated need to modify curriculum resources to support the learning needs of the student population. Demonstrated need to continue research-based individualized reading interventions.

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

-State-required individual reading intervention time lends itself to opportunity for increased reading practice using a variety of programs daily. - Teachers must address both state standards and IEP goals. -Language skill deficits impact student access to the curriculum. -Resources must be modified for the student population.

3. Share possible solutions that address the root causes.

-Continued focus on reading foundational skills. -Support from the Intervention Teachers for structured intervention time related to foundational reading skills. -Identifying and modifying targeted instructional materials to meet the instructional needs of the student population. -Increasing collaboration time with grade-level teams. -Identifying supplemental materials to use for foundational skill instruction. -Use and create more visuals for students -Educational games

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

• Communication

-Increase parent communication opportunities around academics, individualized interventions, and communication skills.

• Parent Training

-Continued targeted parent training on communication skills

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

- **School**

-Continue to share present levels with parents regularly -Address additional resources for parents -Parent Training Series -Continue to prioritize modeled supports

- **Students**

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

- **Parents**

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

- **Staff Training**

-Continued individualized staff training related directly to differentiated instruction and foundational skill interventions -Teacher training to break down the access point standards to the student level -Paraprofessional training to support students within ELA

- **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

1. List prioritized needs statements.

Grades 3-12 Math Learning Gains 45%, Math Achievement 17% from alternative assessment data for FY23. No FY24 Data - new FAA assessment. Increase the percentage of students making learning gains in Math, and with math IEP goals. Demonstrated need for more focus on foundational skills to continue to build pre-academic skills for students in need while also focusing on standards. Demonstrated need for hands-on materials: manipulatives, visuals, and differentiated supports to bridge instructional gaps.

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

-Lack of foundational skills and basic concepts impacts student achievement in more complex math coursework. -Teachers must address both state standards and IEP goals. -Hands-on learning and manipulatives enhance standards-based instruction. -Students need more time on concepts to retain concepts.

3. Share possible solutions that address the root causes.

-Collaborative planning to address state standards and requirements. -Use of manipulatives, visuals, and educational games in individualized instruction to assist. -Math program for foundational skills instruction. -Deeper pool of assessment materials throughout the school year.

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

• Communication

-Increase parent communication opportunities around academics and individualized interventions.

• Parent Training

-Continued parent training through parent learning sessions. -Hands-on manipulative training session.

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

- **School**

-Continue to share present levels with parents regularly. -Address additional resources for parents. -Monthly Parent Training Series -Continue to prioritize modeled supports.

- **Students**

-Students will work to master IEP goals in collaboration with support staff and the classroom team to continue progressing academically, in communication, behaviorally, and in independent functioning.

- **Parents**

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

- **Staff Training**

-Continued individualized staff training related directly to differentiated instruction.

- **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 the front office communication team (ESE Secretary/CLF/etc.) to assist.

Science

1. List prioritized needs statements.

Science Achievement 21% from alternative assessment data for FY23 for grades 3-12. No Data for FY24 - new FAA Assessment. Increase learning gains and achievement in science. -Continued need for hands-on approach and differentiated instruction for all science content instruction. -Continued need for collaboration amongst teachers in science content areas to generalize skills. -Modifying content for the student population.

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

-Students have little prior knowledge of science concepts and need as much hands-on learning as possible to connect content to real-life concepts. - Science-based Fine Arts have been strategically scheduled for classes to support science content instruction. -Deficits in language development impacts access within the curriculum. -Activities and resources need to be modified for students.

3. Share possible solutions that address the root causes.

-Continued team collaboration to adapt materials to meet individual needs and provide hands-on manipulatives and models to enhance curricular content. -Make and take collaborative planning sessions. -Hands-on, readily accessible learning opportunities. -Connecting functional connections to the access point standards. -Support from the science fine art teachers. -Solicit parent input to help identify children's likes and learning styles.

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

• Communication

-Increase parent communication opportunities around academics. -Translated notifications sent home.

• Parent Training

-Continued parent training learning sessions.

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

• School

-Continue to share present levels with parents regularly -Address additional resources for parents -Monthly Parent Training Series -Continue to prioritize modeled supports

- **Students**

-Students will work to master IEP goals in collaboration with support staff and the classroom team to continue progressing academically, in communication, behaviorally, and in independent functioning.

- **Parents**

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

- **Staff Training**

-Continued individualized staff training related directly to differentiated instruction and make-and-take planning sessions

- **Accessibility**

-Share all training with parents who cannot 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

1. List prioritized needs statements.

Continue to increase student learning gains in social studies courses. Continued need to adapt and modify content to make it accessible to diverse learners.

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

-Lack of specific curriculum-based resources and materials to support social studies instruction.

3. Share possible solutions that address the root causes.

-Need for more accessible resources and materials -Adapt content through collaborative planning sessions and lesson planning within grade-level teams. -Support with enhanced visuals to assist with connecting content for students. -Increased opportunities to have real-world application in the classroom (maps, globes, posters -timelines, vocabulary cards with pictures, ample visuals, etc.) -More assessment questions

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

• Communication

-Increase parent communication opportunities around academics

• Parent Training

-Continued parent training through learning sessions

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

• School

-Continue to share present levels with parents regularly -Address additional resources for parents -Monthly Parent Training Series -Continue to prioritize modeled supports

• Students

-Students will work to master IEP goals in collaboration with support staff and the classroom team to continue progressing academically, in communication, behaviorally, and in independent functioning.

• Parents

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

- Staff Training

-Continued individualized staff training related directly to differentiated instruction

- Accessibility

-Share all trainings with parents who cannot attend in person via take-home resources/email follow-up. -Continue parental communication in a variety of ways. -Utilize the front office communication team (ESE Secretary/CLF/etc.) to assist.

Acceleration Success

1. List prioritized needs statements.

N/A

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

N/A

3. Share possible solutions that address the root causes.

N/A

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

- Communication

N/A

- Parent Training

N/A

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

- School

N/A

- Students

N/A

- Parents

N/A

- Staff Training

N/A

- Accessibility

N/A

Graduation Rate

1. List prioritized needs statements.

- FY24 had a 100% graduation rate. -Continue scheduling courses for students to stay on track for graduation. -Continued need for students to work on making up credit opportunities to maintain an increased graduation rate. -Continued collaboration with the high school team to ensure all students have opportunities to complete all credits. -Continued need to support students who may be medically complex and miss school for periods of time.

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

-Students sometimes transfer to Royal Palm behind on credits or need to make up credits at times -Students miss school due to illness and surgeries
-Students have attendance issues at times in high school for a variety of reasons

3. Share possible solutions that address the root causes.

-Direct collaboration between the School Counselor and Assistant Principal to ensure all students are scheduled into the correct courses to receive appropriate credits for on-track graduation -Direct support from the School Counselor on weekly check-ins to follow up on students with attendance issues -Support through the IEP team to modify instruction as needed for students who may be out due to medical concerns

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

• Communication

-Share graduation requirements with parents of high school students

• Parent Training

-Specified parent training on graduation requirements and post-secondary planning. -Collaboration with outside community agencies to provide resources to parents through parent training sessions.

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

- **School**

The school will provide follow-up, resources, and instructional support to ensure on-track graduation for all learners.

- **Students**

-Students will work on required coursework for graduation to continue to progress academically and complete all course requirements.

- **Parents**

-Parents will attend IEP meetings, parent conferences, and parent training series as needed but will also directly collaborate with the school team on an ongoing basis to ensure students are at school to complete their required courses.

- **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 the front office communication team (ESE Secretary/CLF/etc.) to assist -Utilize administration to follow up with parents regularly 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: \$46,740.00

Acct Description	Description						
Educational consultants	Item		Quantity	Rate	Type	Total	
	Personal Ponies will visit the school to assist with student's skills for life long learning and sensory needs via animal therapy. Students will be able to visit with ponies, groom them, and work individually with staff specifically designated to support students with special needs/sensory needs. There will be two visits in Feb. 2026		1	\$725.00	Original	\$725.00	
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Attainment Dig into Math (DIG into Math: Grades 3-5 Curriculum Plus DM35-30)		5	\$399.00	Instructional Materials	Original	\$1,995.00
	Attainment Dig into Math (DIG into Math: Grades 3-5 Curriculum DM35-10)		5	\$299.00	Manipulatives	Original	\$1,495.00
	Size & Color Teddy Counters (Lakeshore Item # LC1657)		25	\$29.99	Manipulatives	Original	\$749.75
	Magnetic sight-word sentence board (Lakeshore Item # FF468)		5	\$27.99	Manipulatives	Original	\$139.95
	Jumbo Magnetic Letters - Uppercase (Lakeshore Item # LC968)		25	\$29.99	Manipulatives	Original	\$749.75
	Creating Sight Word Sentences Center (Lakeshore Item # TT550)		5	\$49.99	Manipulatives	Original	\$249.95
	Jumbo Magnetic Letters - Lowercase (Lakeshore Item # LC969)		25	\$29.99	Manipulatives	Original	\$749.75
	Talking Calculator - 10 Pack (Attainment CAL-T10W)		2	\$169.00	Manipulatives	Original	\$338.00
	Early Literacy Skill Builder for Older Students Program added print material (EL-SS07APS)		1	\$795.00	Instructional Materials	Original	\$795.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Button Sorting Center (Lakeshore Item #JJ79)	20	\$39.99	Manipulatives	Original	\$799.80
	Ten-Frames Hands-On Teaching Kit (Lakeshore Item # GG906)	2	\$129.00	Manipulatives	Original	\$258.00
	Hands-On Sorting Tray (Lakeshore Item # DD742)	25	\$12.99	Manipulatives	Original	\$324.75
	Write & Wipe Student Number Lines - Set of 30 (Lakeshore Item # JJ388)	3	\$8.99	Manipulatives	Original	\$26.97
	ABC Blocks (Lakeshore #LA848)	20	\$59.99	Manipulatives	Original	\$1,199.80
	Jumbo Magnetic Ten-Frames - Set of 4 (Lakeshore Item # LC471)	10	\$19.99	Manipulatives	Original	\$199.90
	Amazon -SEYMAC stock Case for iPad (A16) 11th/10th Generation 11"/10.9" 2025/2022, Full-Body Drop Protection Case with Screen Protector &360° Rotate Hand Strap/Stand, Blue+Black	20	\$39.99	Technology	Original	\$799.80
	Binders (2",3",4")	1	\$405.00	General Supplies	Original	\$405.00
	Exact Index Cardstock, 8-1/2×11 inches, 90 lb, white pack of 250	4	\$20.00	General Supplies	Original	\$80.00
	Lexmark Ink (colored and Black)	36	\$90.00	Technology	Original	\$3,240.00
	Linking Cubes (Lakeshore #RA529)	20	\$19.99	Manipulatives	Original	\$399.80
	Lexmark Black 56F1000 Return Program Ton (Marketplace)	6	\$190.00	Technology	Original	\$1,140.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Waste Toner Bottles for our Lexmark Color Printers Marketplace ID: 78C0W00	10	\$36.55	Technology	Original	\$365.50
	Velcro Brand Mounting Squares, 7/8 inch, white pack of 200 (Marketplace)	10	\$24.24	General Supplies	Original	\$242.40
	Attainment Pro Voc One (Color Match Collating)	1	\$129.00	Manipulatives	Original	\$129.00
	Attainment Pro Voc One (Colorful nut and bolt assembly)	2	\$109.00	Manipulatives	Original	\$218.00
	Attainment Pro Voc Three (Office supply processing)	1	\$349.00	Manipulatives	Original	\$349.00
	Attainment Pro Voc One (Comb set assembly)	2	\$109.00	Manipulatives	Original	\$218.00
	Attainment Pro Voc One (Highlight pen packing)	2	\$199.00	Manipulatives	Original	\$398.00
	Attainment Pro Voc Two (four compartment packaging)	2	\$199.00	Manipulatives	Original	\$398.00
	Attainment Pro Voc Three (Clip & ring assembly)	2	\$159.00	Manipulatives	Original	\$318.00
	Shipping	1	\$2,002.61	Manipulatives	Original	\$2,002.61
	Attainment Pro Voc Three (Faucet assembly)	1	\$219.00	Manipulatives	Original	\$219.00
	Attainment Pro Voc Two (container packing)	1	\$169.00	Manipulatives	Original	\$169.00
	Attainment Pro Voc One (Plastic pipe assembly)	1	\$139.00	Manipulatives	Original	\$139.00
Online subscription	Item	Quantity	Rate	Type	Total	
	Lesson Pix will be used for all content areas for supplemental instruction for students in grades K-12.	50	\$36.00	Original	\$1,800.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Newstopia used for instruction in class. for grades K-12 in ELA	8	\$318.60	Original	\$2,548.80
	Raz Plus will be used for ELA classroom supplemental instruction for grades K-12	1	\$248.00	Original	\$248.00
	Readtopia is for K-12 students for supplemental classroom instruction in ELA classes	16	\$862.92	Original	\$13,806.72
	Web-Based Early Literacy Skill Building for Older Students Software for supplemental resources in ELA grades K-12.	15	\$199.00	Original	\$2,985.00
	Chooseit Maker (Site License) & Chooseit Maker ReadyMades will be used with K-12 students in the classroom for supplemental instruction in all content areas for extra practice.	1	\$930.00	Original	\$930.00
	Generation Genius (School License) will be used in the classroom for grades K-12 as part of instruction in all content areas.	1	\$1,995.00	Original	\$1,995.00
	IXL Math (25 students licenses) to be used for extra practice in math for grades K-12	1	\$400.00	Original	\$400.00

Action Step: Professional Learning

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

Budget Total: \$0.00

Acct Description	Description
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Action Step: Parent Engagement

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

Budget Total: **\$594.50**

Acct Description	Description					
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	Cox Science Center STEAM night for families for hands on stations will take place in Jan. 2026	1	\$555.00	Original	\$555.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Exact Index Cardstock, 8-1/2×11 inches, 90 lb, white pack of 250	1	\$20.00	General Supplies	Original	\$20.00
	Paper copy high speed 8.5×11 in white 1 ream	2	\$9.75	General Supplies	Original	\$19.50

Mission Statement

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

Name	Title
Jennifer Corcoran	Principal
Mollie Bongiovi	Assistant Principal

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, Title 1 Annual meeting (October 8, 2025 at 9:30), and a CNA meeting (February 11, 2026 at 9:00) to gain feedback in developing our 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.

Stakeholders provided input on how Title 1 funding will support parent and family engagement by discussing school-based needs to improve home/school connections. Parent trainings relating to the Agency for Persons with Disabilities, Communication and Occupational therapy skills, and PreK transition were prioritized. Additionally, staff training relating to improving communication with families of students with disabilities and working on foundational skills were prioritized as a result of these discussions.

Name	Title
Jennifer Corcoran	Principal
Mollie Bongiovi	Assistant Principal

Annual Parent Meeting

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

The Annual Title I Meeting will be held on Wednesday, October 8th, 2025, at 9:30 AM in the school's Media Center.

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

Parents, teachers, and community members will be notified through call-outs, fliers, emails, and the 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 for the meeting, presentation, CLF assistance to provide interpretation, Title 1 resources, FAA information, upcoming parent training information, and evaluation forms.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Home School Communication Connections

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

Staff will learn strategies (e.g., phone calls, emails, parent conferences, etc.) to strengthen communication and build relationships with families by increasing communication outside of IEP meetings.

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

The expected impact is to increase communication between parents and staff outside of IEP meetings, strengthening home/school connections and collaboration.

- What will teachers submit as evidence of implementation?

Teachers will submit sample evidence of communication with parents through call logs or parent conference notes.

- Month of Training

August 2025

- Responsible Person(s)

Mollie Bongiovi

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Intervention Program Use for School and Home

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

Teachers will learn to effectively use intervention programs (ELSB, ELSB OS, ERSB, and iReady) to support students in acquiring foundational skills. They will also learn how to run reports and analyze students' growth.

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

Teachers will be able to share specific information with parents on student progress and provide parents with information on how to use the program at home with their child.

- What will teachers submit as evidence of implementation?

Data showing student intervention usage and performance. Teachers will use data from foundational skill programs to develop IEP goals and current performance levels to share with families at IEP meetings. Teachers will send home login information and share it with parents during parent meetings.

- Month of Training

September 2025

- Responsible Person(s)

Mollie Bongiovi and Reading Interventionists

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Agency for Persons with Disabilities (APD)

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

Parents will learn about the services Agency for Persons with Disabilities (APD) can provide to families. APD will present specific information to access individualized resources to meet the needs of all participants.

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

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

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

Families will increase their knowledge of the wide variety of services and supports provided by APD, allowing them to access resources through the organization that best meets individual needs.

- **Date of Training**

September 2025

- **Responsible Person(s)**

APD representative, School Counselor, and Assistant Principal

- **Resources and Materials**

Handouts and APD agency resources

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Surviving the Holidays- Tips and Strategies to support our students over Holidays and extended breaks

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

The training will focus on strategies and ideas to help maintain routines, ideas to help ease the stress of new situations and unfamiliar schedules, we will share activity ideas to help students stay busy, support communication skills, and keep the holidays fun for our students.

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

Parents will be provided with various resources and activities for students to complete at home.

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

Families will increase their knowledge of ways to keep routines out of school, ease the stress of unfamiliar schedules for their child, ideas for communication support, and activities to complete with their children.

- Date of Training

December 2025

- Responsible Person(s)

SLP, OT, and AP

- **Resources and Materials**

Resources and materials will include handouts and activity ideas.

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

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Transition to Kindergarten

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

Parents will receive training and information regarding preparation for transition from Royal Palm School's PreK Program to Kindergarten on a comprehensive campus. Topics discussed will include programming types for Kindergarten, the transition IEP team process, the purpose of the transition IEP meeting, proactive planning for Kindergarten success, the Family Empowerment Scholarship, and resources and supports.

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

Parents will receive various resources and support to ensure a successful understanding of the Kindergarten transition process. Afterward, parents will have the opportunity to meet with school staff to answer questions.

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

The expected impact of this training will be increased knowledge and awareness of the process for Kindergarten transition, particularly the school-based recommendations through the transition IEP and how to properly prepare for a successful transition to Kindergarten to the school or setting for all articulating PreK students and their families.

- Date of Training

February 2025

- Responsible Person(s)

PreK ESE Coordinator and Assistant Principal

- Resources and Materials

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

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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 Department

- Describe how agency/organization supports families.

Provide ESE best practice support, resources, and training to teachers on managing classroom behavior, curriculum, supporting families, etc.

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

Handouts and presentations of teacher/staff training, emails, and communications between the school team and district staff.

- Frequency

On schedule; based on needs and availability of the staff.

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

- Name of Agency

Palm Beach County Food Bank

- Describe how agency/organization supports families.

The organization partners with Royal Palm School to provide the Childhood Hunger Initiatives: Weekend Meal Program. The program provides weekend meals every week to assist families who need assistance with food security to provide meals over the weekend to their children.

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

Documentation will include contract, emails, and pictures.

- Frequency

Weekly delivery of food

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

- Name of Agency

District Transportation Department

- Describe how agency/organization supports families.

The District Transportation Department will directly support families by providing transportation services to our students throughout Palm Beach County to our school. We will collaborate with the District Transportation Department to ensure the needs of our families are met. We will meet with the bus drivers and teams to provide them with strategies to ensure that they can safely transport students and, therefore, allow our families to utilize district transportation.

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

Daily communication between Royal Palm School staff and the transportation department through emails and training documentation.

- Frequency

Daily-ongoing basis

Communication

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 and SAC meetings. Additionally, parents will receive continual information via parent email, school website, call-outs, staff communication, flyers, and marquee.

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

Evidence will include meeting and training presentations, SAC meeting information and notes, call-outs, emails to parents, staff communication, and flyers.

- **Description**

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

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

Evidence will include meeting information from Title 1 Annual meeting, SAC meetings information and notes, emails to parents, and staff communication.

- **Description**

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

- **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, emails to parents, and staff communication.

- **Description**

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

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

Evidence will include meeting information from Title 1 Annual meeting, SAC meeting information and notes, emails to parents, and staff communication.

- **Description**

Meetings, trainings, and activities will be held at various times during the day to ensure flexibility. Interpreters will be provided at the trainings and meetings 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, emails to parents, and staff communication.

Accessibility

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. CLFs also provide parents with headphones so they can hear the interpreters on a 1:1 basis if needed in parent training. Parents are surveyed in their native languages to assess needs, and CLFs also support front office staff to ensure questions are answered in their native language. Training information will be shared 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 CLFs for all parent events as needed.

- **Description**

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

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

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

- **Description**

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

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

Title 1 Annual meeting presentation, parent surveys, or sample communication with the Migrant office.

- Description

The school collaborates directly with the McKinney-Vento program, and school-based McKinney Vento contact works directly with a specialist to support families experiencing homelessness to ensure their needs are met, including school meals, school supplies, referrals to district and community-based programs, as well as assistance with online engagement. Training information will be shared for accessibility.

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

Student Housing Questionnaire, emails with the homeless department, surveys.

Other 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

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. Skills for Life and Learning are infused daily into all academic instruction. Due to the nature of the school site, multiple staff members 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. Within the classroom, the teacher conducts ongoing assessments of the students' individual skills for life and learning needs. The school also partners and collaborates with multiple community agencies, such as PBIS, to provide collaborative services and supports both inside and outside the school to improve home/school connections. Additionally, the school partners with the ESE Behavior Team to ensure all behavior-based staff work together to have updated training in the implementation of crisis management procedures and proactive behavioral strategies to maintain stable functioning for all students and increase progress. Finally, the behavior program is overseen by the school's own Behavior Resource Teacher, who not only oversees the direct implementation of all student individualized behavior intervention plans, but also partners with staff both instructional and non instructional alike, to support the generalization of behavior skills as well as functional communication and independent functioning, to ensure that students make individual progress and are prepared for adulthood.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Royal Palm School students have been identified, made eligible, and placed in ESE programs before arriving at 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 student's 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 Preventive Crisis Management (PCM) procedures. BIAs meet monthly with the administration to review protocols and discuss students in need of additional support. Functional Behavioral Assessments/Behavior Intervention Plans are reviewed and updated on 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 behavior-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, SLPs, 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

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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, communication development, and career preparation strategies that students will use throughout their adult lives. Through the work of our ESE Coordinator and team, students who are competitively employable are referred to Vocational Rehabilitation for post-school employment services. Students have also been referred to the Agency for Persons with Disabilities for meaningful day activity funding. Students in our Transition Program receive differentiated curriculum and instruction daily, geared toward helping them make progress in social-emotional skills, communication, and independent functioning. Additionally, teachers partner with staff in Fine Arts classes to infuse core content instruction with hands-on learning that promotes daily living skills and independent tasks to help students gain skills for post-school adult living. Our school-based School Counselor assists with all students to ensure they meet graduation requirements, 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

1. Transition to Elementary School

Royal Palm School provides ESE full-day and half-day Pre-K classes for students aged 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 an ongoing basis to collaboratively plan lessons, discuss instruction, and work closely with related service providers, including Speech and Language Pathologists, Occupational Therapists, and Physical Therapists. Additionally, our ESE Coordinator and Assistant Principal lead 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 receive 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 needs 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 occur in the spring, where parents can learn more about ESE programming that complements students Least Restrictive Environment. The school collaborates with the student's home elementary school by inviting them to participate in all IEP articulation meetings. In this way, focus remains at all times on early intervention, collaborative success, and successful transition to kindergarten in the student's Least Restrictive Environment.

Professional Development

1. Professional Development

Embedded and ongoing professional development and support are a crucial part of Royal Palm School. The teachers are active participants in collaborative planning sessions on an ongoing basis with the Assistant Principal, who assists with planning, curriculum support, and collaboration amongst teacher teams. Training is planned in specific areas and conducted by in-house staff to build teacher capacity. Some training topics have included PBIS and supplemental interventions, specific curriculum-based trainings, and collaborative trainings between instructional and noninstructional staff. Additionally, due to the nature of the campus, non-instructional staff professional development and support are 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 the development and implementation of Functional Behavior Assessments and Behavior Intervention Plans, data collection, proactive behavioral strategies and techniques, and crisis management procedures. 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. All related service providers participate in ongoing training and professional development offered through the ESE Department and embedded sessions at the school. Collaborative planning and implementation between teachers, related service providers, and non-instructional staff is at the forefront of all school-based professional development activities to ensure continuity, consistency, and overall student progress and success. Finally, our school features a non-instructional mentoring program specifically designed to build capacity for new paraprofessionals and BIAs. The purpose of this program is to quickly onboard and grow new staff and provide them with specified training and a peer-to-peer mentor to best support their growth and development.

Recruitment and Retention of Effective Educators

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 in the Educators' 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 Assistant Principal and staff members provide collaborative planning sessions for all grade-level teams and one-on-one coaching sessions in all curriculum-based capacities to assist with lesson planning, differentiated instruction, and curriculum support. Administrators practice an open-door policy, and communication is ongoing through emails and the staff newsletter to ensure all staff are supported. Team leaders meet regularly with the administration to ensure collaborative communication with all staff. Additionally, non-instructional staff are supported through ongoing professional development opportunities (BIA's and paraprofessionals). RPS has an active noninstructional mentoring program that pairs experienced paras and BIA's with new staff to meet with them regularly and assist with their growth, progress, and success. As a result of these continued opportunities, some non-instructional staff have finished schooling and been hired as ESE teachers to ensure continuity on our campus.