
Title I Comprehensive Schoolwide Plan
ROYAL PALM SCHOOL (1801)

ELA

1. List prioritized needs statements.

*Increase ELA Achievement on FAA (FY25 Baseline Year -10% Proficiency). ***Royal Palm School will increase the percentage of students in grades 3–12 demonstrating ELA achievement/performance on the FAA. FY25 is the first year of FAA reporting; therefore, FY25 results will serve as the baseline for improvement moving forward. *Increase mastery of Access Points aligned to ELA standards. ***There is a demonstrated need to increase student mastery of ELA Access Points through explicit instruction and structured opportunities to practice reading, communication, and comprehension skills embedded within standards-based instruction. *Sustain and strengthen foundational skills instruction to build pre-academic skills. ***Based on FY26 foundational skills interventions, as of January 2026, 85% of students are making learning gains in foundational reading skills, demonstrating that these interventions are effective and should be sustained to build the prerequisite literacy skills needed for ELA achievement. *Strengthen standards-based instruction while continuing foundational skills intervention. ***There is a demonstrated need to balance foundational skills intervention with purposeful standards-based instruction so students can access grade-level learning expectations through accommodations, scaffolds, and Access Points while continuing to build early literacy skills. *Modify and/or supplement curriculum resources to meet the needs of the Royal Palm student population. **There is a demonstrated need to modify curriculum resources to ensure materials are accessible, scaffolded, and aligned to Access Points, including support for communication, engagement, and skill generalization across settings. *Continue research-based, individualized reading interventions. ***There is a demonstrated need to continue research-based, individualized reading interventions aligned to student profiles to strengthen outcomes in decoding, vocabulary, comprehension, and functional literacy skills for students with significant and complex needs. *Strengthen progress monitoring to document growth and guide instruction. ***There is a demonstrated need to strengthen and standardize ELA progress monitoring (foundational skills and standards-aligned tasks) to inform instructional decisions, ensure intervention effectiveness, and document student growth throughout the year.

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

*Significant foundational literacy gaps (phonological awareness, phonics/decoding, fluency, vocabulary) limit student access to standards-aligned ELA tasks. *Instructional time must address both Access Point standards and IEP goals, creating a need for stronger integration and prioritization within lessons. *Language and communication needs including Augmentative and Alternative Communication (AAC) reduce access to instruction, assessment tasks, and skill generalization across settings. *Curriculum resources require consistent modification/scaffolding *Progress monitoring is not fully standardized across grade bands/classrooms, limiting timely instructional adjustments and intervention decision-making. *Ongoing professional learning/coaching is needed to strengthen structured literacy implementation for students with complex needs (explicit instruction, prompting, error correction, engagement). *Behavioral, sensory, and regulation needs can reduce engagement and instructional time without consistent Tier 1 supports and routines.

3. Share possible solutions that address the root causes.

*Maintain a continued focus on reading foundational skills through daily, explicit instruction and practice routines. *Use an intervention teacher support to strengthen structured intervention time (modeling, coaching, small-group support, and fidelity checks). *Identify and modify targeted instructional materials to ensure accessibility and alignment to Access Points and student communication needs (visuals/AAC). *Increase collaboration time (PLCs/collaborative planning) to align standards + IEP goals, share adapted resources, and review progress monitoring data. *Add and organize supplemental foundational skill resources (toolkits/centers/decodable supports) and online subscriptions to increase repetition and engagement. *Expand use of visual supports and educational games to improve engagement, comprehension, and skill generalization. *Supplies for parent trainings to support parents and students at home.

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

• Communication

*Provide quarterly family literacy updates (newsletter/email) highlighting 1–2 ELA skills being taught and simple ways families can practice at home (aligned to foundational skills and Access Points). *Share regular intervention updates for students receiving reading interventions (brief progress note on skill focus, growth, and next steps). *Send parent-friendly “communication snapshots” that explain the visuals/AAC/communication supports used in class and how families can use similar supports at home. *Offer two-way communication via electronic home note to increase accessibility and family response. *Establish planned communication touchpoints beyond IEP meetings, such as welcome calls for new students, routine check-ins, and intervention progress updates. *Ensure communication is language-accessible by providing translated materials (Spanish/Haitian Creole) and interpretation support as needed. *Host short family learning opportunities (in-person or virtual) focused on foundational reading skills and communication supports at home. *Provide take-home resources such as visuals, educational games, and practice routines aligned to student needs and intervention targets.

- Parent Training

Royal Palm School will strengthen PFEP to support ELA by providing continued targeted parent training on communication skills, with an emphasis on practical strategies families can use at home to reinforce literacy and functional communication. ***Offer targeted parent trainings/workshops focused on supporting communication and literacy at home (e.g., using visuals, AAC supports, and daily routines to build vocabulary and comprehension). ***Provide hands-on demonstrations during trainings (modeling how staff use visuals/communication boards, prompting strategies, and how to practice foundational skills through everyday activities). ***Create and share take-home resources aligned to classroom routines (visual schedules, picture-supported directions, communication choice boards, and simple literacy games). ***Provide short, repeatable “strategy sessions” throughout the year (mini-trainings during events or morning sessions) to increase participation and reinforce consistent strategies. ***Ensure trainings are accessible by offering translation/interpretation (Spanish/Haitian Creole), flexible formats (in-person/virtual), and parent-friendly materials. ***Use parent training opportunities to strengthen carryover of individualized interventions by sharing how families can support foundational skills and communication goals linked to their child’s needs.

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

- School

*Continue to share students’ present levels of performance and literacy progress with families regularly (progress monitoring snapshots, intervention updates, classroom work samples). *Provide and highlight additional resources for families (home practice activities, visuals, simple games, community resources, translated supports). *Implement a Parent Training Series focused on foundational literacy and communication supports (AAC/visuals, vocabulary building, comprehension routines). *Continue to prioritize modeled supports for families by demonstrating strategies staff use in class (how to use visuals, prompting, routines, and reinforcement to support literacy at home).

- Students

*Participate in daily literacy routines (shared reading, phonics/word work, vocabulary practice, listening comprehension). *Use communication supports (AAC, visuals, choice boards) to respond and engage during ELA activities. *Practice targeted skills during intervention and classroom instruction with increasing independence. *Follow classroom routines that support learning (attention, participation, safe hands, using materials appropriately). *Work toward simple, individualized literacy goals and celebrate progress (effort, engagement, growth).

• Parents

- *Participate in school communications and trainings when possible and review take-home/email follow-up resources when unable to attend.
- *Practice ELA skills at home using school-provided resources (visuals, repeated reading/listening, vocabulary practice, simple educational games).
- *Reinforce daily routines that build literacy readiness (reading together, naming/labeling, following picture directions, using communication boards).
- *Communicate questions/needs to the teacher team and share what strategies work at home to support consistency across settings. *Support attendance and readiness for instruction by ensuring students arrive prepared and with needed communication tools (AAC device, visuals, etc.).

• Staff Training

Royal Palm School will strengthen PFEP to support ELA by providing continued, targeted staff training focused on differentiated instruction, foundational skills interventions, and standards-based instruction aligned to Access Points—so staff can better communicate progress and strategies to families and improve student outcomes. ***Continue individualized staff training and coaching directly related to: *****Differentiated instruction for students with complex learning needs *****Structured foundational skills routines (phonics/decoding, fluency, vocabulary, comprehension) *****Progress monitoring procedures and using data to adjust instruction/interventions ***Provide teacher training to break down Access Point standards to the student level by: *****Unpacking Access Points in PLCs and translating them into clear learning targets *****Modeling how to scaffold standards-based tasks (visuals, sentence frames, response options) *****Aligning lesson objectives to both Access Points and IEP goals to ensure integrated instruction ***Provide paraprofessional training to support students within ELA by: *****Clarifying paraprofessional roles during instruction (supporting engagement, routines, and independence—not “doing the work”) *****Training on prompting hierarchies, error correction, and reinforcement strategies *****Supporting implementation of visuals/AAC supports and classroom literacy routines (centers, repeated reading, vocabulary practice) ***Strengthen implementation through ongoing supports: *****Walkthrough feedback aligned to ELA instructional priorities *****Coaching/model lessons by intervention staff *****Shared resource bank of modified ELA materials, visuals, and foundational skill activities

• Accessibility

To strengthen PFEP supports for ELA, Royal Palm School will ensure families can access training content and communication supports regardless of attendance, language, or availability. ***Provide take-home resources and email follow-ups after each parent training, including: *****A brief recap of key strategies (ELA + communication supports) *****Printable/ready-to-use visuals (choice boards, vocabulary visuals, routines) *****Simple at-home practice activities (games, read-aloud prompts, foundational skills practice) ***Share training content in multiple formats to increase access: *****Digital copies of slides/handouts *****Short “how-to” guides or one-page tip sheets *****Recorded content or step-by-step strategy summaries when available ***Continue parent communication through a variety of methods to meet family preferences and increase response: *****Phone calls, email, text/app messaging, communication logs, and paper copies sent home *****Regular check-ins for students receiving targeted reading interventions *****Translated materials and interpreter support as needed (Spanish/Haitian Creole)

Math

1. List prioritized needs statements.

*Increase Math Achievement/Performance on FAA (FY25 Baseline Year - Math 8% Proficiency; Algebra 0% Proficiency; Geometry 20% Proficiency).
Royal Palm School will increase the percentage of students in grades 3–12 demonstrating math achievement/performance on the FAA, using FAA FY25 results as the baseline for improvement moving forward. ***Increase progress toward math-related IEP goals through aligned instruction and intervention. **Royal Palm School will increase student progress on math IEP goals through individualized supports, targeted intervention, and consistent progress monitoring aligned to each student's needs. ***Strengthen foundational math skills to build pre-academic readiness while improving standards-based access. *****There is a demonstrated need to increase emphasis on foundational numeracy skills (number sense, counting/cardinality, quantity comparison, place value foundations, basic operations concepts) to build prerequisite skills while simultaneously increasing student access to standards/Access Points. ***Increase use of hands-on materials and visual/differentiated supports to bridge instructional gaps. *****There is a demonstrated need for consistent use of manipulatives, visuals, and differentiated supports (counters, number lines, ten frames, math mats, magnetic numbers, balance scales, graphic organizers, errorless learning supports) to increase engagement, conceptual understanding, and student independence. ***Modify and/or supplement math instructional resources to match the Royal Palm learner profile. *****There is a demonstrated need to modify and supplement curriculum materials to ensure math tasks are accessible, appropriately scaffolded, and aligned to Access Points and individualized learning needs. ***Strengthen math progress monitoring and data cycles to guide instruction and intervention. *****There is a demonstrated need to standardize math progress monitoring and data review routines to ensure timely instructional adjustments, appropriate grouping, and targeted supports.

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

*Gaps in foundational numeracy skills and basic math concepts limit student achievement as math tasks become more complex across grade levels.
*Instruction must address both Access Point standards/state standards and individualized IEP goals, requiring stronger integration and prioritization within lesson planning. *Students require consistent hands-on learning opportunities (manipulatives, visuals, models) to build conceptual understanding and successfully access standards-based instruction. *Students need increased time, repetition, and multiple exposures to math concepts to support retention, generalization, and independence. *Differentiated materials and supports are not always consistently available or implemented across classrooms, creating instructional gaps for learners who need scaffolds and alternative response modes. *Progress monitoring practices may vary across classrooms, limiting timely instructional adjustments and targeted intervention based on data.

3. Share possible solutions that address the root causes.

*Strengthen collaborative planning to ensure instruction addresses Access Point standards/state requirements while also supporting math IEP goals, including common scaffolds and shared lesson components. *Increase consistent use of manipulatives, visuals, online subscriptions and educational games within individualized and small-group instruction to build conceptual understanding, engagement, and retention (e.g., counters, number lines, ten frames, math mats, magnetic numbers, balance scales, etc). *Implement or refine a foundational math program/routine focused on numeracy (number sense, counting/cardinality, quantity comparison, place value foundations, basic operations concepts) with a consistent scope and sequence across classrooms. *Develop a deeper pool of assessment materials used throughout the school year to support progress monitoring and data-driven instruction (common formative checks, skill probes, standards-aligned tasks, and IEP-aligned measures), with regular data review cycles to adjust instruction and interventions. *Supplies for parent trainings to support parents and students at home.

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

• Communication

*Share regular math learning updates (quarterly newsletter/email/class message) highlighting current math concepts (foundational skills + Access Points) and simple ways families can practice at home. ***Provide individualized intervention updates for students receiving targeted math support (skill focus, progress snapshot, and next steps). ***Send home parent-friendly visuals that explain how math is taught at Royal Palm (counting routines, number sense, number lines/ten frames, real-life math practice). ***Offer two-way communication options (phone conferences, email, messaging apps, communication logs) so families can ask questions and share what works at home. ***Establish planned touchpoints beyond IEP meetings (welcome call for new students, periodic check-ins, intervention follow-ups). ***Ensure communications are accessible by providing translations (Spanish/Haitian Creole) and interpreter support as needed. ***Share at-home math activities that build foundational numeracy through daily routines (counting items, sorting, comparing quantities, money/time practice, simple games)

- Parent Training

*Royal Palm School will strengthen PFEP to support Math by providing continued parent training through parent learning sessions with an emphasis on hands-on practice families can replicate at home. ***Continue a series of parent learning sessions focused on foundational numeracy and Access Points (number sense, counting/cardinality, quantity comparison, basic operations concepts, and real-life math). ***Host at least one hands-on manipulative training session where families practice using common classroom tools (counters, ten frames, number lines, math mats, dice/dominoes, magnetic numbers, and balance scales) to support understanding and engagement. ***Provide modeled strategies and simple prompting techniques families can use at home (how to guide without giving answers, how to build independence, and how to reinforce effort). ***Send home take-home kits/printables from the session (mini ten frames, number line, counting mats, simple game boards, and “math in daily routines” tip sheets). ***Offer training materials in multiple formats (in-person + take-home/email follow-up) and ensure translation/interpretation support (Spanish/Haitian Creole) as needed.

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

- School

*Continue to share students’ present levels of performance and math progress with families regularly (progress monitoring snapshots, IEP goal progress updates, work samples). *Provide families with additional resources to support math at home (visuals, manipulatives, simple games, “math in daily routines” tip sheets, translated materials). *Implement a monthly Parent Training Series focused on foundational numeracy and Access Points, including hands-on practice with manipulatives (ten frames, counters, number lines, math mats). *Continue to prioritize modeled supports by demonstrating strategies staff use in class (how to prompt, how to build independence, how to use visuals/manipulatives effectively). *Maintain consistent, two-way communication options (phone, email, messaging apps, take-home packets) and provide interpretation/translation as needed.

- Students

*Participate in daily math routines and practice foundational skills with increasing independence. *Use appropriate supports (visuals, manipulatives, AAC/communication supports) to engage and respond during math instruction. *Follow classroom routines that support learning (attention, participation, using materials safely, asking for help appropriately). *Work toward individualized math goals (Access Points and IEP-aligned targets) and celebrate progress through positive reinforcement.

- **Parents**

*Engage with school communication and participate in trainings when possible; review take-home/email follow-up resources when unable to attend. *Practice foundational math skills at home using school-provided supports (counting, quantity comparison, number recognition, simple addition/subtraction concepts). *Use visuals/manipulatives (counters, number lines, ten frames) and simple games to reinforce school-taught routines. *Communicate questions, concerns, and successes to the teacher team to strengthen consistency across home and school. *Reinforce math in daily routines (count items, sort, compare “more/less,” identify numbers in the environment, practice money/time concepts when appropriate).

- **Staff Training**

*Royal Palm School will strengthen PFEP to support Math by providing continued individualized staff training directly related to differentiated instruction, with an emphasis on making math instruction accessible, hands-on, and aligned to Access Points and IEP goals. ***Provide ongoing training/coaching on differentiated math instruction for students with complex learning needs (scaffolding, multiple response modes, modeling, guided practice, error correction, and gradual release). ***Support teachers in breaking down math Access Points/standards into clear, student-friendly learning targets with appropriate prerequisite skills and step-by-step progression. ***Train staff on effective use of manipulatives and visuals to build conceptual understanding (ten frames, number lines, counters, math mats, magnetic numbers, balance scales, place-value visuals). ***Strengthen teacher capacity to align instruction to math IEP goals while maintaining standards-based access, using consistent routines and progress monitoring. ***Use collaborative planning/PLCs to analyze student data, share adapted materials, and ensure consistent implementation of foundational math routines across classrooms.

- **Accessibility**

*Share all parent trainings with families who are unable to attend in person through take-home resources and email follow-up, including brief strategy recaps and at-home practice activities (manipulatives, visuals, and simple games). *Continue parent communication in a variety of formats to increase access and participation (phone calls, emails, messaging apps, paper copies sent home, and communication logs). *Ensure materials are family-friendly and accessible, including translations (Spanish/Haitian Creole) and interpreter support as needed. *Provide flexible options for families to receive support, including individual follow-up meetings, phone consultations, and resource pick-up from the front office as needed.

Science

1. List prioritized needs statements.

Increase Science Achievement/Performance on FAA (FY25 Baseline Year - Science 11% Proficiency; Biology 20% Proficiency). **Royal Palm School will increase the percentage of students in grades 3–12 demonstrating science achievement/performance on the FAA, using FAA FY25 results as baseline data for improvement moving forward. ***Strengthen standards-aligned science instruction through a hands-on and differentiated approach. *****There is a demonstrated need to increase consistent use of hands-on learning experiences and differentiated instruction (models, visuals, experiments, real objects, and structured routines) to improve student access to science content aligned to Access Points/standards. ***Increase teacher collaboration to improve consistency and generalization of science skills. *****There is a demonstrated need for increased collaboration among teachers across grade bands/content areas to ensure students have consistent opportunities to practice and generalize science concepts and skills across settings and routines. ***Modify and/or supplement science content to meet the learning needs of the student population. *****There is a demonstrated need to modify science materials to ensure accessibility and engagement for the Royal Palm learner profile, including simplified language, visuals, step-by-step tasks, alternate response modes, and communication supports. ***Strengthen progress monitoring and evidence collection for science skill development. *****There is a demonstrated need to strengthen routines for collecting evidence of student learning in science (work samples, performance tasks, observation checklists) to inform instruction and document growth throughout the year.

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

*Many students have limited prior knowledge of science concepts and require frequent hands-on, real-world learning experiences to build understanding and connect content to everyday life. *Students benefit from integrated science instruction, and the strategic scheduling of science-based Fine Arts highlights the need for continued cross-curricular reinforcement of science concepts and skills. *Deficits in language and communication development impact student access to science content, including understanding vocabulary, following multi-step directions, explaining observations, and demonstrating understanding. *Science activities and instructional resources require consistent modification and differentiated supports (visuals, simplified text, models, alternate response modes) to ensure accessibility for the Royal Palm student population. *Students need increased time, repetition, and opportunities to practice and generalize science skills across settings to improve performance on standards/Access Points-based tasks.

3. Share possible solutions that address the root causes.

*Continue team collaboration to adapt science materials to meet individual student needs, including consistent use of hands-on manipulatives, online subscriptions, models, and visuals to strengthen access to science concepts and vocabulary. *Implement "Make-and-Take" collaborative planning sessions where teams create and leave with ready-to-use adapted resources (visuals, simplified lab tasks, interactive notebooks, sorting/matching activities, models, and modified assessments). *Increase hands-on, readily accessible learning opportunities in every science unit (real objects, experiments, sensory-based demonstrations, structured observation routines, and inquiry tasks with supported response options). *Strengthen instruction by intentionally connecting functional, real-life applications to Access Point standards (daily routines, community-based connections, life skills integration, and generalization across settings). *Leverage Fine Arts teachers to reinforce science concepts through cross-curricular experiences (STEAM activities, projects, visuals, and vocabulary integration) and coordinate shared skill targets with classroom teachers. *Offer hands on and exploratory opportunities at school for students to learn and experience science-related activities. *Supplies for parent trainings to support parents and students at home.

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

• Communication

*Increase parent communication opportunities around academics by sending regular science learning updates (quarterly newsletter/email/class messages) that explain current science topics (Access Points) and simple ways to reinforce concepts at home through daily routines and real-life observations. *Share hands-on "try it at home" activities using common household items (sorting, observing, sink/float, weather tracking, plant growth, cause/effect demonstrations) to strengthen real-world connections. *Provide translated notifications and resources (Spanish/Haitian Creole) to ensure families can access training information, science updates, and at-home activity directions. *Offer two-way communication options (phone, email, messaging apps, communication logs) so families can ask questions and share student interests that can be incorporated into science instruction. *Communicate individualized supports when needed (visuals, models, vocabulary supports) so families can reinforce consistent science routines and language at home.

- Parent Training

Royal Palm School will strengthen PFEP to support Science by providing continued parent training through parent learning sessions that help families reinforce science concepts at home through real-life, hands-on experiences. **Continue a series of parent learning sessions focused on science Access Points and functional connections (observations, weather, plants/animals, matter, forces/motion, and cause/effect). *****Include hands-on activities and demonstrations during trainings so families learn simple strategies they can replicate at home using common materials (sorting/classifying, sink/float, weather charting, plant growth, sensory exploration). *****Provide take-home resource packets after each session (visuals, vocabulary picture cards, simple experiment directions, "science in daily routines" tip sheets). *****Model how staff use visual supports and communication strategies (AAC/choice boards) so families can support science vocabulary and concept understanding at home. *****Ensure trainings are accessible through translated materials (Spanish/Haitian Creole), interpreter support, and email/take-home follow-up for families who cannot attend.

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

- School

*Continue to share students' present levels of performance and science progress regularly with families (work samples, observation notes, progress monitoring snapshots, IEP goal progress). *Provide additional resources for families (at-home science activities, visuals/vocabulary cards, simple household-item experiments, translated materials). *Implement a Monthly Parent Training Series focused on science Access Points and real-life connections (hands-on demonstrations families can replicate at home). *Continue to prioritize modeled supports by demonstrating classroom strategies for hands-on science instruction, visuals/AAC supports, and prompting techniques families can use at home. *Maintain consistent two-way communication through multiple channels and provide translation/interpretation as needed.

- Students

*Participate in hands-on science routines and investigations with increasing independence. *Use communication supports (AAC/visuals) to label, request, describe observations, and answer questions during science learning. *Practice science vocabulary and concepts through repeated exposure and structured activities. *Follow classroom routines that support safe, successful participation in science activities (materials use, attention, participation). *Work toward individualized science goals (Access Points/IEP-aligned) and celebrate progress.

- **Parents**

*Engage with school communications and attend trainings when possible; review take-home/email follow-up resources if unable to attend in person. *Reinforce science concepts at home through daily routines (observe weather, sort/classify items, compare, explore cause/effect) using school-provided activities. *Use visual/vocabulary supports to practice science words and concepts; support communication opportunities (AAC/choice boards) during activities. *Share student interests, motivators, and learning preferences to help personalize science instruction and increase engagement. *Communicate questions and needs to the teacher team to support consistency across home and school.

- **Staff Training**

Royal Palm School will strengthen PFEP to support Science through continued individualized staff training focused on differentiated instruction and consistent implementation of make-and-take planning sessions to increase accessible, hands-on science instruction. **Provide ongoing coaching and support for differentiated science instruction aligned to Access Points, including scaffolding, visuals, modeled lessons, and alternate response modes. *****Facilitate make-and-take collaborative planning sessions where teams create ready-to-use adapted science materials (visual vocabulary supports, simplified experiment steps, sorting/matching activities, models, and modified performance tasks). *****Strengthen staff capacity to embed hands-on investigations and real objects/models in daily instruction to build conceptual understanding and real-life connections. *****Support teachers in integrating language and communication supports into science (AAC opportunities, sentence frames, picture-supported directions, and repeated vocabulary routines). *****Use PLCs/collaboration to ensure consistent practice and generalization of science skills across classrooms and settings.

- **Accessibility**

*Share all parent trainings with families who cannot attend in person through take-home resources and email follow-up, including a brief recap of strategies and simple “try it at home” science activities. *Continue parental communication in a variety of ways to increase access and engagement (phone calls, email, messaging apps, paper copies sent home, and communication logs). *Ensure materials are accessible and family-friendly, including translated notifications/resources (Spanish/Haitian Creole) and interpreter support as needed. *Utilize the front office communication team (ESE Secretary/CLF/other support staff) to assist with outreach, reminders, translation coordination, scheduling support, and helping families access resources. *Provide flexible opportunities for families to receive support (individual follow-ups, resource pick-up options, and additional guidance upon request).

Social Studies

1. List prioritized needs statements.

Increase Social Studies achievement/performance (FAA baseline year). **Royal Palm School will increase the percentage of students in grades 3–12 demonstrating Social Studies achievement/performance on the FAA, using FAA FY25 results as baseline data for improvement moving forward. ***Increase access to Social Studies instruction through consistent differentiation and scaffolding. *****There is a demonstrated need to increase consistent use of differentiated instruction, including visuals, modified text, models, primary-source supports, and alternate response modes to ensure students can access Social Studies content aligned to Access Points/standards. ***Modify and/or supplement Social Studies resources to meet the needs of the student population. *****There is a demonstrated need to adapt and modify Social Studies materials so content is accessible and meaningful for diverse learners, including simplified language, chunked information, structured tasks, and communication supports. ***Strengthen instructional routines that build background knowledge and functional connections. *****There is a demonstrated need to strengthen routines that build students' background knowledge and connect Social Studies concepts to real-life experiences (community, rules, citizenship, map skills, historical timelines) to support comprehension and retention.

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

*Limited availability of curriculum-based Social Studies resources and materials aligned to Access Points results in inconsistent instructional tools and reduced opportunities for standards-based practice. *Social Studies content often requires significant modification and visual supports (simplified text, vocabulary visuals, models, alternate response modes); when these are not readily available, student access and engagement decrease. *Reduced dedicated planning time and shared resource systems can lead to variability in how Social Studies concepts are taught and reinforced across classrooms. *Students need repeated exposure and real-life connections to build background knowledge; limited ready-to-use materials makes it harder to provide consistent practice and generalization.

3. Share possible solutions that address the root causes.

*Develop and distribute more accessible Social Studies resources and materials aligned to Access Points (modified passages, vocabulary picture cards, visuals, and structured tasks). *Use collaborative planning and grade-level team lesson planning to adapt content consistently across classrooms and create a shared resource bank of modified lessons and activities. *Enhance instruction with high-quality visuals and online subscriptions to support comprehension and retention (picture-supported directions, timelines, maps, community helpers visuals, and anchor charts). *Increase real-world applications of Social Studies concepts through classroom-ready materials and experiences (maps, globes, posters, timelines, picture vocabulary cards, classroom displays, and hands-on demonstrations). *Expand a bank of assessment questions and checks for understanding (picture-based items, choice-response formats, performance tasks) to strengthen progress monitoring throughout the year. *Develop a shared resource bank of adapted Social Studies materials (visuals, modified texts, simplified timelines, graphic organizers, and performance task examples) that is accessible to all staff. *Implement "Make-and-Take" collaborative planning sessions focused specifically on adapting Social Studies content, ensuring teams leave with ready-to-use differentiated resources aligned to Access Points. *Increase use of interactive/hands-on learning tools (e.g., historical artifacts/models, interactive timelines, simple mapping activities, and virtual field trips) to build conceptual understanding and engagement. *Supplies for parent trainings to support parents and students at home. *Strengthen functional connections by embedding Social Studies concepts into daily routines and community-based instruction (rules/citizenship, community helpers, money/exchange, cultural awareness). *Supplies for parent trainings to support parents and students at home.

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

• Communication

*Increase parent communication opportunities around academics by sending regular Social Studies learning updates (newsletter/email/class messages) that explain current topics (Access Points) and simple ways families can reinforce concepts at home (community helpers, rules/citizenship, maps, symbols, timelines, and holidays). *Share parent-friendly visuals to support understanding and carryover (picture vocabulary cards, map symbols, timeline visuals, "then/now" comparisons, and simple social studies routines). *Provide translated notifications and resources (Spanish/Haitian Creole) to ensure families can access academic updates, training invitations, and at-home activity directions. *Offer two-way communication options (phone, email, messaging apps, communication logs) so families can ask questions and share student interests that can be incorporated into instruction. *Send quick, practical home connections that fit daily routines (identify community places on errands, discuss classroom/school rules, practice "who/what/where" using pictures, locate places on a map).

- Parent Training

*Royal Palm School will strengthen PFEP to support Social Studies through continued parent training via learning sessions that provide families with practical, easy-to-use strategies for reinforcing Social Studies concepts at home. ***Continue a series of parent learning sessions focused on Social Studies Access Points (community, rules/citizenship, maps/globes, symbols, timelines, and “then/now” concepts). ***Include hands-on demonstrations using visuals and real-world materials (picture vocabulary cards, simple maps, timeline strips, community helper matching, symbol identification). ***Provide take-home resources after each session (visuals, vocabulary cards with pictures, home activity ideas tied to daily routines, and simple educational games). ***Model strategies families can replicate at home (prompting, building independence, using visuals/choice boards/AAC supports to discuss Social Studies concepts). ***Ensure sessions are accessible through translated materials (Spanish/Haitian Creole), interpreter support, and email/take-home follow-up for families unable to attend.

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

- School

*Continue to share students’ present levels of performance and Social Studies progress regularly with families (work samples, progress notes, classroom artifacts, IEP goal updates as applicable). *Provide additional resources for families (visual vocabulary cards, picture-supported passages, simple maps/timelines, home connection activities, translated materials). *Continue to prioritize modeled supports by demonstrating strategies families can use at home (visuals, prompting, choice boards/AAC supports, and simple discussion routines). *Maintain consistent two-way communication through multiple channels and provide translation/interpretation as needed.

- Students

*Participate in Social Studies routines and activities with increasing independence (sorting/matching, identifying community helpers, map/symbol work, timelines/then/now). *Use communication supports (AAC/visuals) to answer questions, label, and describe. *Practice Social Studies vocabulary through repeated exposure and structured tasks. *Follow classroom routines that support safe, engaged participation. *Work toward individualized Social Studies goals (Access Points/IEP-aligned) and celebrate progress.

- Parents

*Engage with school communications and attend trainings when possible; review take-home/email follow-up resources if unable to attend.
*Reinforce Social Studies concepts at home through daily routines (community places/jobs, family rules, symbols/signs, then/now conversations) using school-provided visuals. *Use visuals/vocabulary cards to practice concepts and support communication (AAC/choice boards) during discussions. *Share student interests, motivators, and learning preferences to help personalize instruction and improve engagement. *Communicate questions/needs to the teacher team to strengthen consistency across home and school.

- Staff Training

*Royal Palm School will strengthen PFEP to support Social Studies through continued individualized staff training focused on differentiated instruction and accessible, standards-aligned supports for diverse learners. ***Provide ongoing coaching and training on differentiated Social Studies instruction aligned to Access Points, including scaffolding, chunking content, modeled lessons, and alternate response modes. ***Support teachers in adapting Social Studies resources using visuals and modified text (picture-supported vocabulary, timelines, maps, symbols, “then/now” comparisons, guided notes, and structured tasks). ***Strengthen staff capacity to integrate language and communication supports into Social Studies instruction (AAC opportunities, sentence frames, choice boards, repeated vocabulary routines). ***Use PLCs/collaborative planning to review student data, share adapted materials, and ensure consistent implementation of key routines and supports across classrooms. ***Provide training on creating quick checks for understanding (picture-based items, matching/sorting, choice-response questions, and performance tasks) to improve progress monitoring.

- Accessibility

*Share all parent trainings with families who cannot attend in person through take-home resources and email follow-up, including a brief recap of key strategies and simple Social Studies home connections. *Continue parental communication in a variety of ways to increase access and engagement (phone calls, emails, messaging apps, paper copies sent home, and communication logs). *Ensure materials are accessible and family-friendly, including translated notifications/resources (Spanish/Haitian Creole) and interpreter support as needed. *Provide flexible options for families to receive support (individual follow-ups, resource pick-up options, and additional guidance upon request).

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.

Maintain a high graduation rate. **Royal Palm School will maintain a high graduation rate by continuing systems and supports that resulted in a 100% graduation rate in FY25. ***Ensure students remain on track through proactive scheduling and progress monitoring. *****Royal Palm School will continue to schedule courses strategically and monitor credit accrual to ensure students remain on track to meet graduation requirements. ***Strengthen collaboration with the high school team to ensure all students can meet credit requirements. *****Royal Palm School will continue collaboration with the high school team (guidance, administration, ESE supports) to ensure students have access to required courses, scheduling options, and needed supports to complete all credits. ***Provide additional supports for medically complex students with intermittent attendance. *****There is a demonstrated need to strengthen instructional flexibility and support systems for students who are medically complex and may miss school for periods of time to ensure continued progress toward credit completion and graduation.

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

*Students sometimes transfer to Royal Palm behind on credits or with gaps in course completion, increasing the need for credit recovery and structured make-up opportunities. *Students may miss extended periods of school due to illness, surgeries, and medical complexity, which can interrupt course progress and delay credit accrual. *High school attendance can be inconsistent for a variety of reasons, reducing instructional time and impacting the ability to meet course requirements and deadlines.

3. Share possible solutions that address the root causes.

*Direct collaboration between the School Counselor and Assistant Principal to ensure all students are accurately scheduled into required courses and supports are in place for on-track graduation (credit checks, schedule reviews, and progress monitoring). *Mid-quarter school counselor check-ins to monitor and follow up with students experiencing attendance concerns, identify barriers, and coordinate interventions/supports to reduce missed instructional time. *Support through the IEP team to modify instruction and provide appropriate accommodations/alternative ways to complete coursework for students who are medically complex or out for extended periods. *Open lab offerings for parents on campus.

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

• Communication

*Share graduation requirements and credit expectations with parents/guardians of high school students (required credits, diploma options as applicable, and key timelines). *Provide regular credit checks/progress updates to families so they understand current credit status, attendance impacts, and what is needed to stay on track. *Increase two-way communication through multiple methods (phone calls, email, messaging apps, paper notices) and provide translation/interpretation support as needed.

• Parent Training

Provide targeted parent trainings focused on graduation requirements and post-secondary planning, including: **Credit requirements and staying on track (credit checks, timelines, attendance impact) *****Diploma options/pathways as applicable for students *****Transition planning supports (IEP/transition goals when applicable) ***Collaborate with outside community agencies to provide resources and training supports to families, such as: *****Vocational rehabilitation and transition services *****Adult services/agency connections (as appropriate for student needs) *****Community-based supports for families (benefits planning, transportation resources, etc.) *****Provide take-home and digital resources for families who cannot attend (translated materials as needed), including a graduation checklist, contact list, and next-step planning guide.

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

- School

*Provide consistent follow-up, resources, and instructional support to ensure students remain on track for graduation. *Share graduation requirements, credit status, and scheduling information with families regularly (credit checks, progress updates, and graduation planning communications). *Monitor students who are behind on credits or miss instructional time. *Coordinate supports for students with attendance or medical concerns through individualized plans and collaboration with the IEP team when applicable. *Maintain ongoing communication and connect families to transition/post-secondary resources as appropriate.

- Students

*Attend school regularly. *Participate in coursework and complete assignments needed to earn required credits. *Follow schedules, routines, and expectations to remain on track for graduation. *Participate in transition planning activities and practice self-advocacy skills.

- Parents

*Review graduation requirements and credit updates shared by the school and ask questions as needed. *Support regular attendance and communicate promptly about absences, medical needs, or barriers impacting school participation. *Participate in parent trainings/meetings related to graduation requirements and transition planning. *Encourage student participation in coursework. *Collaborate with the school to develop learning plans for students needing flexibility due to medical concerns.

- Staff Training

*Provide ongoing staff training on effective home–school collaboration, including proactive communication practices beyond formal meetings (regular check-ins, clear messaging, and family follow-up). *Train staff on graduation requirements so staff can provide consistent guidance and support students staying on track. *Provide professional learning on post-secondary planning supports appropriate for the Royal Palm student population (transition planning, community resources, and communicating next steps in family-friendly language). *Strengthen staff capacity to support students with attendance and medical needs through flexible instructional planning, make-up work systems, and coordinated team follow-up. *Use PLCs and counselor-led updates to review credit status, identify at-risk students, and implement timely supports.

• Accessibility

*Share all trainings with families who cannot attend in person through take-home resources and email follow-up, including graduation requirement summaries, credit check explanations, and post-secondary planning guides. *Continue parental communication in a variety of ways to increase access and engagement (phone calls, emails, messaging apps, paper notices sent home, and communication logs). *Ensure materials are accessible and family-friendly, including translated notifications/resources (Spanish/Haitian Creole) and interpreter support as needed. *Utilize administration to follow up with families regularly to reinforce that attendance is a priority, particularly for students at risk due to absenteeism or medical needs.

Action Step: Classroom Instruction

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

Budget Total: \$36,089.98

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Lexmark Black 56F1000 for MS521dn	1	\$443.58	Technology	Original	\$443.58
	Didax Write-On and Wipe-Off Base Ten Mats, Set of 10 (Marketplace)	8	\$16.44	Manipulatives	Original	\$131.52
	Best-Buy Bins - Set of 4 (Marketplace)	15	\$22.99	General Supplies	Original	\$344.85
	Attainment Dig into Math: Grades 3-5 Consumable Student Workbooks (DM35-CO1Set) - 12 QTY	1	\$1,698.60	Instructional Materials	Original	\$1,698.60
	Attainment Dig into Social Studies K-2 Curriculum Plus 2 Qty (DSSK2-10)	1	\$948.28	Instructional Materials	Original	\$948.28

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Lexmark Cyan for CS521dn	1	\$267.89	Technology	Original	\$267.89	
	Shipping for Attainment Materials	1	\$416.77	General Supplies	Original	\$416.77	
	Base Ten Soft Interlocking Blocks (Marketplace)	10	\$32.56	Manipulatives	Original	\$325.60	
	Attainment Dig into Social Studies 3-5 Curriculum Plus 12 QTY (DSS35-10)	1	\$5,688.00	Instructional Materials	Original	\$5,688.00	
	Lexmark Black for CS521dn	1	\$183.29	Technology	Original	\$183.29	
Online subscription							
	Item			Quantity	Rate	Type	Total
	Lesson Pix will be used in all subjects for grades K-12.			50	\$48.00	Original	\$2,400.00
	Choose It Maker will be used for Math and ELA in grades K-12			1	\$530.00	Original	\$530.00
	IXL will be used to supplement instruction for Math and ELA in grades K-12			100	\$21.25	Original	\$2,125.00
	Raz Plus will be used for ELA in grades 9-12			1	\$299.00	Original	\$299.00
	Choose It Maker Ready Made's will be used for all subjects in grades K-12			1	\$530.00	Original	\$530.00
	Generation Genius will be used in grades K-12 for Math, Science and ELA.			1	\$2,395.00	Original	\$2,395.00
	Early Literacy Skill Builders (ELSB) will be used for older students for ELA in grades K-12.			1	\$360.00	Original	\$360.00
	Readtopia will be used for for ELA in grades K-12.			15	\$799.00	Original	\$11,985.00
	Early Literacy Skill Builders (ELSB) software will be used for grades K-12.			12	\$120.00	Original	\$1,440.00
	News Currents will be used for ELA in grades K-12.			8	\$219.00	Original	\$1,752.00

Acct Description	Description				
Educational consultants					
	Item	Quantity	Rate	Type	Total
	Personal Ponies will visit the school (Approximately 340 students - Grades K-12) to assist with student skill for life and learning and sensory needs via animinal 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. Approximate Date is February 2027.	3	\$262.50	Original	\$787.50
	Cox Science Domes will visit the school (Approximately 340 students - Grades K-12) as an in-house field trip for science hands-on instruction to assist with understanding of the science scope and sequence. Approximate date will be May 2027.	2	\$550.00	Original	\$1,100.00

Action Step: Professional Learning

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

Budget Total: \$0.00

Acct Description	Description

Action Step: Parent Engagement

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

Budget Total: \$1,854.02

Acct Description	Description					
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	Cox Science Center will host a STEAM night for students and families on approximately January of 2026.	1	\$600.00	Original	\$600.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Folder 2 Pocket Unlaminated - Blue 25/box, Red 25/box, and Green 25/box (Marketplace)	6	\$10.92	General Supplies	Original	\$65.52
	PAPER ASTRONEON LTR 24# HAPPY AST (Marketplace)	1	\$13.12	General Supplies	Original	\$13.12
	Folder 2 Pocket Unlaminated -Yellow 25/box (Marketplace)	2	\$9.19	General Supplies	Original	\$18.38
	Oxford Just Flip it Punched Perforated Ruled Index Cards, 3 × 5 Inches, White, Pack of 75 (Marketplace)	25	\$4.48	General Supplies	Original	\$112.00
	RPS Two Pocket Presentation Folder	500	\$2.09	General Supplies	Original	\$1,045.00

Mission Statement

1. Mission Statement

Royal Palm School is committed to fostering strong home–school partnerships among teachers, staff, administration, families, and community stakeholders. We strive to ensure that parents are well-informed about their child’s educational progress and individual goals, and are provided meaningful opportunities to collaborate with school personnel in support of student success. Our goal is to provide multiple opportunities for all families to actively engage in school activities, trainings, and events that build their understanding of the special education process. Through these efforts, we aim to equip parents with strategies and resources to support learning at home and reinforce the instruction and services their child receives at school. Royal Palm School is dedicated to communicating clearly and effectively with families in their native language and through a variety of accessible formats. We are committed to ensuring that all parents have equitable access to information and opportunities to participate fully in their child’s educational experience.

Involvement of Stakeholders

Name	Title
Jennifer Corcoran	Principal
Shawann Bryant	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 meetings where the Parent and Family Engagement Plan is discussed to ensure equitable representation. Efforts are made to encourage participation from families representing the diverse population of the school. Members representing school-based personnel, including teachers, administrators, and non-instructional staff, are selected based on their roles within the school and their involvement in supporting student outcome and family engagement initiatives. The School Advisory Council (SAC) Chair serves as a liaison between the school and the broader community and is selected in accordance with SAC bylaws and procedures. SAC parent representatives are elected by parents during scheduled SAC meetings, following established voting procedures to ensure fairness and transparency. Business and community partners are identified and invited based on their ability to provide resources and services that support parent and family engagement. These partnerships are developed collaboratively to strengthen connections between the school and the community.

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

Stakeholders, including parents, teachers, administrators, School Advisory Council (SAC) members, and community partners, participate in regularly scheduled SAC meetings throughout the school year, where data, goals, and proposed strategies are discussed and feedback is collected. In addition, the Title I Annual Meeting, scheduled for October 7, 2026 at 9:30 a.m., provides an opportunity for families to review components of the Title I program, including the PFEP, and offer input on parent engagement activities and supports. A Comprehensive Needs Assessment (CNA) Stakeholder Meeting, scheduled for February 10, 2027 at 9:30 a.m., will be held to review schoolwide data, identify areas of need, and gather stakeholder feedback to inform the development and revision of the Schoolwide Plan. Additional input is gathered through ongoing family engagement activities. This collaborative approach ensures that all stakeholders have meaningful opportunities to contribute to the development of plans that strengthen parent engagement, support school-community connections, and improve student outcome.

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 I funding will support parent and family engagement through participation in School Advisory Council (SAC) meetings, the Title I Annual Meeting, and the Comprehensive Needs Assessment (CNA) process. During these meetings, stakeholders reviewed schoolwide data, discussed barriers to family engagement, and identified areas of need to strengthen home–school connections. Additional input was gathered through parent feedback and ongoing family engagement activities. As a result of these discussions, stakeholders prioritized the use of Title I funds to support targeted parent trainings and resources. Identified priorities included trainings focused on the Agency for Persons with Disabilities (APD), communication, occupational/physical/speech therapy strategies, and Pre-K transition support. Additionally, stakeholders identified a need to strengthen staff capacity to effectively engage families of students with disabilities. As a result, staff training focused on improving communication with families and supporting foundational academic and developmental skills was also prioritized. These outcomes ensure that Title I funds are used to build both parent and staff capacity, strengthen home–school partnerships, and ultimately support improved student outcome.

Name	Title
Jennifer Corcoran	Principal
Shawann Bryant	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 7, 2026, at 9:30 a.m. 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.).

- School website posting with event details - School marquee displaying the meeting date and time - Automated phone call-outs and text message reminders - Email notifications to parents and staff - Flyers sent home with students - School newsletter announcements - Direct staff communication during faculty meetings

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

Resources will include: - Technology to support the presentation (laptop, projector, screen, and sound system) - A prepared presentation outlining the Title I program, Schoolwide Plan, Parent and Family Engagement Plan (PFEP), and School-Parent Compact - CLF (Community Language Facilitator) assistance to provide interpretation services for families in their native language - Printed Title I informational materials, including parent rights and program overview - Florida Alternate Assessment (FAA) information to support families of students with significant cognitive disabilities - Information on upcoming parent trainings and family engagement opportunities - Evaluation forms to collect feedback from participants All printed materials will be provided in multiple languages and organized in color-coded folders to support accessibility and ease of use for families.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Home-School Connections

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

Staff will learn and implement effective communication strategies to strengthen partnerships with families and increase ongoing engagement beyond IEP meetings. These strategies include structured and consistent use of phone calls, emails, parent conferences, and communication platforms to provide updates on student progress, share instructional strategies, and address concerns proactively. The training will focus on building positive relationships with families, improving two-way communication, and ensuring that communication is clear, consistent, and accessible to all families, including those of students with disabilities. These practices are intended to increase family involvement and support student success both at school and at home.

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

The expected impact of this training is to increase consistent, two-way communication between parents and staff outside of IEP meetings, resulting in stronger home–school connections and improved collaboration. As communication improves, families will be better informed about their child’s progress and more equipped to support learning at home. This increased engagement is expected to build trust, encourage active parent participation, and ultimately support improved student outcomes by aligning efforts between home and school.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence demonstrating implementation of effective home–school communication practices. Evidence may include communication logs documenting phone calls, emails, and ongoing parent interactions; parent conference notes; and artifacts developed as a result of the training, such as newsletters, weekly reminders or communication templates.

- Month of Training

September 2026

- Responsible Person(s)

Shawann Bryant

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 implement intervention programs, including ELSB, ELSB Online System (OS), ERSB, and iReady, to support students in developing foundational academic skills. The training will focus on how to utilize these programs with fidelity, run and interpret data reports, and monitor student progress over time. Additionally, teachers will learn strategies to communicate student progress with families. This includes sharing data in parent-friendly language, offering suggestions for supporting skill development outside of school, and increasing family understanding of how intervention programs contribute to student growth.

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

The expected impact of this training is that teachers will be able to effectively communicate specific, data-driven information to parents regarding their child's academic progress. Teachers will provide families with clear, parent-friendly explanations of intervention program data. As a result, families will have a better understanding of their child's academic needs and progress, feel more confident in supporting skill development at home, and become more actively engaged in their child's education. This increased collaboration between home and school is expected to support improved student outcome.

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

Evidence may include data reports showing student usage and performance within foundational skill programs (ELSB, ELSB OS, ERSB, and iReady), including progress monitoring and growth over time. Teachers will also provide documentation showing how this data is used to inform instruction, including the development of IEP goals and present levels of performance shared with families during IEP meetings. Additional evidence may include records of sharing login information with parents, documentation of parent meetings where program use is explained, and communication artifacts that demonstrate how families are supported in accessing and utilizing intervention programs at home.

- **Month of Training**

October 2026

- Responsible Person(s)

ESE District Staff

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 how to access and utilize services provided by the Agency for Persons with Disabilities (APD) to support their child's individual needs. During the training, APD representatives will provide specific guidance on available programs, eligibility, and the application process for securing services and supports. This knowledge will empower families to effectively navigate support systems and implement individualized supports that complement their child's journey.

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

The training will include an interactive, hands-on component where Agency for Persons with Disabilities (APD) representatives and school-based staff are available onsite to provide individualized support to families. Parents will have the opportunity to ask specific questions, receive guidance tailored to their child's needs, and obtain assistance with completing applications for services. Families will be provided with APD resource materials and will have the opportunity to engage in one-on-one conversations to better understand eligibility, available supports, and next steps.

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

The expected impact of this training is that families will increase their knowledge of the wide variety of services and supports provided by the Agency for Persons with Disabilities (APD), enabling them to access resources that best meet their child's individual needs. As families successfully connect to appropriate services and supports, students will benefit from improved access to interventions, therapies, and resources that support their academic, behavioral, and developmental growth.

- Date of Training

September 2026

- Responsible Person(s)

ADP representative, School Counselor, Assistant Principal

- Resources and Materials

Resources and materials for this training will include a structured presentation, intake/application forms, informational handouts, and Agency for Persons with Disabilities (APD) resource materials. These materials will provide families with guidance on available services, eligibility requirements, and steps to access support. Materials will be organized in color-coded folders by language to support ease of use and equitable access to information.

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Legal Aid Society of Palm Beach - Guardianship Once a Child Turns 18

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

Parents will learn how to navigate the guardianship process and make informed decisions that support their child's long-term independence, care, and future. The training will provide families with an understanding of available legal options, including guardianship and alternatives, and guide them through key steps in the decision-making process. Through this training, parents will develop the skills needed to evaluate their child's needs, access appropriate legal and community resources, and plan for future supports. This knowledge will empower families to make decisions that promote their child's independence and ensure continuity of care, while also supporting the student's overall development and readiness for adulthood.

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

The training will include an interactive, hands-on component designed to support parents in taking immediate action. At the conclusion of the session, parents will complete a "Next Steps" card outlining specific actions they plan to take (e.g., contacting Legal Aid, submitting applications, or gathering required documentation). Time will be allocated for individualized support, during which the presenter will assist parents with completing applications for legal services, answer specific questions, and provide detailed guidance based on each family's needs. Additionally, a "Digital Support Station" equipped with Chromebooks and/or desktop computers will be available to allow parents to complete applications on-site with staff guidance.

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

The expected impact of this training is that families will increase their knowledge of the guardianship process, including understanding eligibility requirements, necessary documentation, and the differences between guardianship and guardian advocacy. Parents will be better prepared to gather required documents, access legal support, and make informed decisions aligned to their child's needs. As families gain a clearer understanding of these processes and secure appropriate supports, students will benefit from improved continuity of care, stronger advocacy, and better access to services that support their academic, behavioral, and developmental growth.

- Date of Training

October 2026

- Responsible Person(s)

K-12 ESE Coordinator and Assistant Principal

- **Resources and Materials**

Resources and materials for this training will include a structured presentation, informational handouts with relevant contact information, intake forms and/or applications for accessing legal aid services, and a flyer outlining key information from the session. All materials will be provided in multiple languages to ensure accessibility for all families. Materials will be organized in color-coded folders by language to support ease of use and equitable access to information.

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

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Surviving the Holidays: Bringing Therapy Home to Help

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

During this workshop, parents and families will learn practical, evidence-based strategies to support their child's speech and language (SLP), occupational therapy (OT), and physical therapy (PT) skill development at home. The session will provide an overview of these related services, with a focus on how to reinforce therapy goals through daily routines and activities. Parents will learn specific techniques to promote communication and language development, fine and gross motor skills, sensory regulation, and independence during everyday tasks such as mealtime, play, mobility, and self-care routines. The training will emphasize strategies that support consistency between home and school, enabling families to effectively carry over therapy goals and support their child's overall development and access to learning. Additionally, the training will highlight how these strategies can be consistently implemented during extended breaks from school, such as weekends, holidays, and summer, ensuring continuity of skill development and minimizing regression. This will empower families to maintain progress and support ongoing student growth outside of the school setting.

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

The training will include an interactive, hands-on component through the use of therapy stations arranged throughout the room. Parents will have the opportunity to rotate through stations that align with their child's individual needs, providing a personalized learning experience. Each station will be facilitated by staff and will include demonstrations and guided practice of strategies related to speech and language (SLP), occupational therapy (OT), and physical therapy (PT) skills. Parents will actively engage in practicing techniques that support communication, fine and gross motor development, sensory regulation, and independence, while also having the opportunity to ask questions and receive individualized feedback. In addition, a digital support area will be available with computers for parents to explore and interact with online resources, including instructional tools, visual supports, and activity guides that can be used at home to reinforce therapy goals.

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

By equipping parents with practical strategies to support speech and language (SLP), occupational therapy (OT), and physical therapy (PT) goals at home, students will experience increased consistency in skill practice across environments. This alignment between home and school will support the reinforcement of communication, motor, and functional skills, leading to improved independence and access to instruction.

- Date of Training

December 2026

- Responsible Person(s)

Physical Therapist, Occupational Therapist, Speech Language Pathologist, Assistant Principal

- Resources and Materials

Resources and materials for this training will include a structured presentation, printed handouts, and tangible materials used during therapy station activities to model strategies for use at home. Families will also be provided with access to digital resources, including online tools, visual supports, and activity guides that reinforce speech and language (SLP), occupational therapy (OT), and physical therapy (PT) goals. All materials will be designed to support hands-on learning and continued practice at home and will be provided in accessible formats, including multiple languages as needed, to ensure equitable access for all families.

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

- Name of Agency

District ESE Department

- Describe how agency/organization supports families.

The District ESE Department supports families by providing guidance, resources, and training aligned to best practices in exceptional student education. Through collaboration with school-based staff, the department equips teachers with strategies for effective classroom management, differentiated instruction, and implementation of specialized curriculum. This support extends to families by strengthening communication between home and school, increasing staff capacity to engage families, and ensuring that parents receive consistent, accurate information regarding their child's educational program, services, and supports. As a result, families are better informed, more confident in navigating the special education process, and more equipped to support their child's learning and development.

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

Documentation to demonstrate this partnership will include copies of training presentations and handouts provided by the District ESE Department, as well as records of professional development sessions delivered to school staff. Additional documentation will include email correspondence and ongoing communication between the school-based team and district ESE staff that reflect collaboration and support. Artifacts such as agendas and sign-in sheets may also be included to provide evidence of implementation and continued partnership.

- Frequency

Support from the District ESE Department will occur on an ongoing basis, aligned to the school's schedule and based on identified needs and staff availability.

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 Initiative: Weekend Meal Program, which supports families in need of assistance securing food. Through this program, students receive weekend meals on a weekly basis to ensure access to nutritious food outside of school hours.

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

Documentation to demonstrate this partnership will include a copy of the program agreement or contract, email correspondence between the school and the organization, and photographs of program implementation.

- Frequency

The Childhood Hunger Initiative: Weekend Meal Program is implemented on a weekly basis, with food distributed to students each week to support their nutritional needs over the weekend.

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

- Name of Agency

District Transportation Department

- Describe how agency/organization supports families.

The District Transportation Department supports families by providing reliable transportation services for students throughout Palm Beach County to and from Royal Palm School. This service ensures that students have consistent access to school, reducing barriers related to attendance and access to instruction. Royal Palm School collaborates with the District Transportation Department to ensure that the needs of students and families are effectively met. This includes working with transportation staff and bus drivers to provide strategies, training and guidance that support the safe and appropriate transport of students, particularly those with specialized needs.

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

Documentation to demonstrate this partnership will include ongoing communication records between Royal Palm School staff and the District Transportation Department such as emails that reflect coordination and support. Additional documentation will include training materials from meetings with transportation staff and bus drivers.

- Frequency

Collaboration with the District Transportation Department occurs on a daily, ongoing basis to ensure consistent communication, coordination of services, and support for student transportation needs.

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 I information will be shared with parents and stakeholders through the Annual Title I Meeting and ongoing School Advisory Council (SAC) meetings. Additionally, families will receive continuous communication through multiple platforms, including parent emails, the school website, automated call-outs, staff communication, flyers, and the school marquee.

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

Evidence will include meeting and training presentations, SAC meeting agendas and minutes, call-out messages, parent emails, staff communications, and distributed flyers. Additional documentation may include website postings and photographs of posted information (e.g., marquee displays).

- Description

Curriculum and proficiency level expectations will be shared during the Annual Title I Meeting, parent trainings, parent-teacher conferences, and Individualized Education Program (IEP) meetings. Additionally, parents will receive curriculum-related information and expectations through handouts and ongoing communication from teachers and school staff.

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

Evidence will include Annual Title I Meeting agenda/sign-in sheet and presentation slides; SAC meeting agendas and minutes; Parent training presentations; IEP Present Level of Academic Achievement; Parent-teacher conference log and/or sign-in sheet documenting curriculum/progress discussion; Redacted progress report and/or report card; Parent handout explaining ACCESS Points proficiency levels (Levels 1–4) and how they differ from general education proficiency scales. Additional evidence will include emails sent to parents and staff communication.

- **Description**

Academic assessments used to measure student progress and achievement of state academic standards will be shared during the Annual Title I Meeting, parent trainings, parent-teacher conferences, and Individualized Education Program (IEP) meetings. Additionally, parents will receive ongoing communication through emails and other school communication platforms that explain assessment tools, such as district and state assessments, progress monitoring systems, and intervention program data. These efforts ensure that families understand how student progress is measured and how assessment results are used to guide instruction and support student achievement.

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

Evidence will include Annual Title I Meeting agenda/slide covering FAA overview and assessment expectations; Parent training presentations; IEP Present Level of Academic Achievement; Parent-teacher conference log and/or sign-in sheet documenting curriculum/progress discussion; Redacted progress report and/or report card; Sample parent letter or email explaining FAA score reports or upcoming testing window; Parent handout explaining ACCESS Points proficiency levels (Levels 1–4) and how they differ from general education proficiency scales. Additional evidence will include emails sent to parents and staff communication.

- **Description**

Royal Palm School will inform parents of opportunities to participate in decision-making related to the education of their children through multiple avenues. Families will be invited to participate in School Advisory Council (SAC) meetings, parent trainings, parent-teacher conferences, Individualized Education Program (IEP) meetings, Child Study Team meetings, and the Annual Title I Meeting. Parents will be notified through a variety of communication methods, including emails, flyers, school marquee postings, call-outs, and direct communication from teachers and school staff.

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

Evidence will include materials and documentation from the Annual Title I Meeting as well as SAC meeting agendas and minutes. Additional evidence will include emails sent to parents, staff communication, flyers, and call-out documentation that demonstrate outreach and notification efforts.

- **Description**

Royal Palm School will offer flexible meeting dates and times for parent trainings, activities, and events to reduce barriers to participation and increase family engagement. To ensure accessibility, interpreters (Community Language Facilitators) will be available during meetings and trainings to support families who require language assistance. Additionally, virtual meeting and training options will be provided, when appropriate, to offer alternative ways for families to participate.

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

Evidence will include materials and documentation from the Annual Title I Meeting, SAC meeting agendas and minutes, and records of scheduled meeting times demonstrating varied options; Interpreter/Community Language Facilitator request form or sign-in sheet showing language assistance option offered alongside meeting date/time; Virtual meeting link, recording, or platform screenshot (e.g., Calendar invite/agenda) demonstrating a remote attendance option for a specific event); IEP/conference scheduling documentation showing parents were offered a choice of meeting times (e.g., before/after school, or virtual vs. in-person); Additional evidence will include copies of emails sent to parents, staff communication, and documentation of virtual meeting options and interpreter services provided.

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**

Royal Palm School ensures accessibility for parents and families with limited English proficiency by providing language support through Community Language Facilitators (CLFs). CLFs translate written parent communications into Spanish and Haitian Creole and provide interpretation services during IEP meetings, parent trainings, and other school events as needed. CLFs also support direct communication with families by assisting front office staff and school personnel in responding to questions in parents' native languages. During parent trainings and meetings, families are provided with interpretation equipment, such as headphones, to allow for individualized, real-time translation. We also utilize language interpretation services through the Multicultural Department when/if needed. Additionally, parents are surveyed in their native languages to assess needs and gather feedback. All training information and resources are shared in multiple languages to ensure equitable participation and engagement for all families.

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

Evidence will include translated documents shared at parent meetings and trainings, sign-in sheets, documentation of interpretation services provided and parent surveys in multiple languages.

- **Description**

Royal Palm School, a special education center school, is fully ADA-compliant, ensuring physical accessibility for individuals with disabilities. Royal Palm School ensures accessibility for parents and families with disabilities by providing appropriate accommodations and supports to promote full participation in school activities and meetings. Sign language interpreters are made available, as needed, to support Deaf and Hard of Hearing parents during meetings, trainings, and events. Additionally, parents are surveyed to identify individual needs and ensure that appropriate accommodations are provided.

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

Evidence will include sign-in sheets, records of accommodations provided, and parent surveys identifying accommodation needs.

- **Description**

Royal Palm School ensures that families engaged in migratory work have full access to school programs, services, and engagement opportunities. Parents of migrant students are invited to attend all meetings, trainings, and events, with targeted outreach provided by Community Language Facilitators (CLFs) and teachers to encourage participation. Interpretation services are available to support families in their native language, ensuring clear communication and accessibility. Upon enrollment, migrant families are surveyed to identify specific needs and barriers. The ESOL Coordinator collaborates closely with the ESOL Specialist, Migrant Liaison, and CLFs to provide ongoing, individualized support and connect families with available resources and services. All training information and materials are shared in accessible formats to ensure equitable participation and engagement for migrant families.

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

Evidence will include materials and documentation from the Annual Title I Meeting, parent surveys identifying migrant family needs, and communication with the District Migrant Office.

- **Description**

Royal Palm School supports families experiencing homelessness through collaboration with the McKinney-Vento Program. The school-based McKinney-Vento contact works directly with the district specialist to identify and support students and families in transition, ensuring access to essential services and resources. Support includes assistance with school meals, school supplies, and referrals to district and community-based programs. Families are also supported with access to online learning and engagement tools to ensure continuity of education. Efforts are made to remove barriers to participation by providing accessible communication, sharing training information in appropriate formats, and offering additional support as needed.

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

Evidence will include Student Housing Questionnaires, communication records such as emails with the district McKinney-Vento department, and parent surveys identifying needs and supports provided. Additional documentation may include records of services and referrals offered to families experiencing homelessness.

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 implements a robust resilience and persistence support system centered on the daily infusion of "Skills for Life and Learning" into all academic instruction. This initiative serves the entire student population and is facilitated by a multi-disciplinary team including Behavior Intervention Assistants (BIAs), the School Psychologist, and the Behavior Resource Teacher (BRT). Implementation occurs through the teaching of proactive replacement behaviors by BIAs within the classroom, while the School Psychologist provides vital support to the Child Study Team to address intensive student needs. The BRT oversees the direct implementation of individualized Behavior Intervention Plans (BIPs) and collaborates with both instructional and non-instructional staff to generalize functional communication and coping skills. This comprehensive approach is essential because it fosters a school culture prioritized on stable functioning and resilience, ensuring students with complex needs are prepared for the demands of adulthood. To maintain consistency, the school collaborates with the Positive Behavioral Interventions and Supports (PBIS) framework and the ESE Behavior Team for updated crisis management training. Evidence of success is measured through the rigorous monitoring of progress data within individual BIPs, a documented reduction in behavioral incidents, and the mastery of functional communication goals as recorded in student progress reports.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

As the district's most restrictive non-residential educational facility, Royal Palm School utilizes a specialized School-Based Team (SBT) and Multi-Tiered System of Supports (MTSS) to serve students with the most severe disabilities and medical needs. This tiered model is essential because it allows the school to identify and address specific physical, cognitive, and social deficits through specialized therapies, ensuring students are prepared for their Least Restrictive Environment (LRE). Implementation of the Tiers: **Tier 1 (All Students): Every student receives core instructional and behavioral support, which includes the daily review of the School-wide Matrix of Behavior Expectations and classroom management plans designed to foster resilience and persistence. **Tier 2 (Some Students): For students requiring additional support, the SBT—a collaborative problem-solving team comprising administration, ESE coordinators, and related service providers—meets regularly to review student-centered data and plan specific interventions focused on skills that pose a barrier to learning. **Tier 3 (A Few Students): Students with the highest needs receive intensive, individualized support. This includes the implementation of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs), which are updated on an ongoing basis and executed by staff trained in Preventive Crisis Management (PCM). Movement Between Tiers: Student movement between tiers is determined by the SBT's intensive problem-solving process, which reviews academic and behavioral data to inform instructional decisions. When data indicates that a student's current tier of support is not sufficient to overcome barriers, the team escalates interventions to a more intensive tier. Conversely, effectiveness is evidenced by daily data collection in BIA folders and the results of annual IEP and Child Study Team reviews; these documents track student progress and determine when a student has achieved the stability necessary to move toward a less restrictive setting.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Royal Palm School provides a well-rounded education by ensuring all students, ages 3 to 22, are immersed in core instruction aligned with Florida's Access Points standards. This standards-based curriculum is supplemented by a diverse array of Fine Arts and elective programs, including Music, Art, Agriculture, Home Economics, and Physical Education. Implementation is driven by student-centered collaboration where Fine Arts staff work with classroom teachers to complement core content while emphasizing "voice and choice" to allow students to demonstrate mastery through varied means. The school further enriches the educational experience through the Extended School Year (ESY) program, Special Olympics, and a partnership with neighboring comprehensive high schools through the Best Buddies program. This holistic approach is vital because it connects abstract classroom learning to real-world applications and promotes the independent functioning skills necessary for life beyond the school campus. Evidence of success is determined through the systematic review of Florida Alternate Assessment (FAA) data and the documented achievement of individual student goals related to communication and independence.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

The Transition program at Royal Palm School is specifically designed for students aged 18 to 22 to bridge the gap between school and adult life. This program involves transition-age students, the ESE Coordinator, and the School Counselor in a differentiated curriculum focused on skills for life and learning and career preparation. Implementation involves teachers partnering with Fine Arts staff to provide hands-on learning in daily living skills, while the ESE Coordinator refers competitively employable students to Vocational Rehabilitation and the Agency for Persons with Disabilities (APD). Additionally, the School Counselor provides direct support for graduation requirements and facilitates parent engagement to ensure families have access to outside resources and day activity funding. This focus on workforce readiness is critical as it empowers students with the social and communication development required for meaningful post-school outcomes. Success is measured by the percentage of students meeting graduation requirements and the successful transition of eligible students to post-school employment services or funded day activities.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

The transition from early childhood to elementary education is facilitated through full-day and half-day PreK classes for students aged 3 to 5. This program involves PreK teachers, the ESE Coordinator, the School Psychologist, and related service providers (SLPs, OTs, and PTs) who work in a collaborative planning environment. Implementation includes ongoing data collection, regular discussions regarding re-evaluation needs, and "PreK to K transition parent trainings" held each spring to educate families on kindergarten programming. To ensure continuity, the school invites staff from each student's home elementary school to participate in IEP articulation meetings. This structured transition process is essential for providing the early intervention necessary to build independence and ensure students are placed in their Least Restrictive Environment (LRE) as they enter the elementary grades. The effectiveness of these strategies is evidenced by the successful completion of articulation meetings and the subsequent alignment of student data and behavioral supports within their new kindergarten settings.

Professional Learning

1. Professional Learning

Royal Palm School maintains a comprehensive professional learning schedule to build the capacity of teachers, BIAs, and paraprofessionals to meet the unique needs of a diverse student body. Led by the Assistant Principal, these collaborative planning sessions focus on curriculum support and the implementation of supplemental interventions like PBIS. Implementation includes specific training for BIAs on Functional Behavior Assessments (FBA) and data collection, while paraprofessionals receive targeted instruction on the use of visuals and communication-based strategies. A central component of this initiative is the non-instructional mentoring program, which pairs experienced staff with new hires for peer-to-peer growth and rapid onboarding. This ongoing professional development is crucial because it ensures that all instructional and non-instructional staff maintain consistency and fidelity in the delivery of complex student plans. Evidence of success is found in the documented growth of staff capacity through embedded training records and the consistent, high-fidelity implementation of instructional and behavioral strategies across all grade levels.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

To attract and retain high-quality educators, Royal Palm School utilizes a multi-tiered support system that includes the Educators' Support Program (ESP) and a "Grow Your Own" recruitment strategy. This program involves new teachers, experienced mentor/buddy teachers, and administrative Team Leaders who meet regularly to ensure collaborative communication across the campus. Implementation is supported by an administrative open-door policy, one-on-one coaching sessions, and a non-instructional mentoring program for BIAs and paraprofessionals that provides peer feedback and goal-setting opportunities. These strategies are important for maintaining high staff morale and creating a stable, supportive environment for students with significant disabilities. The success of these recruitment and retention efforts is explicitly evidenced by the school's retention rates and the specific outcome where several non-instructional staff members have completed their professional requirements and transitioned into ESE teaching roles within the school, providing essential long-term continuity for the student population.