

# Title I, Part A 2020-2021 Parent and Family Engagement Plan for ROYAL PALM EXCEPTIONAL CENTER SCHOOL

I, Robert Moretti, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

## **Assurances**

### **Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

### **Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

### **School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

## Policy Involvement

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

## Shared Responsibilities for High Student Academic Achievement

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;
- frequent reports to parents on their children's progress;

- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### Accessibility

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.



Signature of Principal or Designee



Date Signed

## Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Royal Palm Exceptional Center School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Royal Palm Exceptional Center School** agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
  - Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) families play an integral role in assisting their child's learning;
    - (B) families are encouraged to be actively involved in their child's education at school;
    - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

## JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

The Royal Palm Exceptional Center School will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practically possible.

Describe/list how families will be involved in the development of the school parent and family engagement policy and how families will be involved in the planning, review, and improvement of parent and family engagement programs including decisions on how funds for parental involvement will be used. (A Parent Involvement Plan Input form will be provided to you)

In the Spring of 2020, Royal Palm families will be provided with a "Parent and Family Engagement Plan Input" (PFEP) survey form both in hard print format and via electronic text/phone/e-mail using School Messenger. In addition, an on-line survey (Google Forms), linked through School Messenger text and e-mail, will be available to all parents as an optional response format. Due to COVID 19 during Spring 2020, following federal, state and district safety guidelines, the usual method of face-to-face meetings for the purposes of obtaining parent input will be cancelled, and other methods per above will be utilized. Parent input topics will include how parents can be involved in defining contents of the Plan, school-parent compact criteria, PFEP set-aside funds, and parent involvement activities.

## ANNUAL TITLE I MEETING

Royal Palm Exceptional Center School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, budget, curriculum used at each grade level, assessment used at each grade level, school grade, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity (comment form provided) [Section 1116j].

You annual Title I Meeting **MUST** be separate from any other event including SAC, Open House, Curriculum Night, etc.... A suggestion would be to hold on the same night but at different times. For example: SAC 5:30-6:00 and Annual Title I Meeting 6:00-7:00. Separate documentation for announcements, agendas, meeting minutes and sign in sheets titled "Annual Title I Meeting" must be submitted for compliance.

An advertised "Annual Title I Meeting" will be held in August 2020, separate from any other parent meetings. This meeting will be specific to and focused on Title I information. This meeting will be fully advertised in a timely manner more than one time prior to the meeting (initial announcement and reminder announcement(s), using flyers, School Messenger phone calls/texts/e-mails, and school website postings. Meeting will be documented with agenda, sign-in sheets, parent feedback/comment forms and meeting minutes. For those parents not able to attend, the minutes will be posted on Royal Palm's website. Meeting agenda will include, but not be limited to: inform parents of participating children about the school's Title I program, budget, curriculum used at each grade level, assessment used at each grade level, school grade, supplemental educational services, and the rights of parents. Persons responsible for this meeting and communication of parent and family engagement information include Royal Palm's principal, assistant principal, parent involvement specialist, school counselor, behavior specialist, school social worker, instructional coaches, and other staff as needed.

## COMMUNICATIONS

**Royal Palm Exceptional Center School** will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

Describe/List how the parent and family engagement policy will be distributed to families and how the school is going to communicate with families including information about how the school will provide information related to school and family programs, meetings, and other activities to families in a format, to the extent practicable, and in a language that families can understand (multiple languages).

Royal Palm's Parent and Family Engagement Plan/Policy will be distributed in hard copy to all households. A copy of the plan will be available in a labeled notebook in the front office. In addition, a copy of the plan will be sent via School Messenger e-mail format to all parents with that access. It will also be posted on the school's website.

All parent activities will be advertised in a timely manner (1-2 weeks prior) with reminder notice(s) close to the actual activity date. The initial announcement(s) will be in multiple languages. Numerous communication formats will be used including "backpack" flyers, School Messenger phone/text/e-mail, Twitter, school website, e-mails and phone calls from teachers, and face-to-face notices/reminders when the opportunity presents itself such as during IEP meetings, teacher-parent conferences, "parent pick-up ramp" interactions, meetings with the information specialist, school counselor, nurse, and/or meetings with school administration.

The school counselor, school social worker (bilingual), behavior specialist, and instructional coach provide on-going communication to parents and students regarding academic progress, credits, assessments, mental health support and services, and behavior/emotional services and supports. They often participate in the parent involvement activities in the Plan.

#### SCHOOL-PARENT COMPACT

Royal Palm Exceptional Center School will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.

Describe/List the process the schools will follow to jointly develop with families a School-Parent Compact and how the Compact will be disseminated.

In the Spring of 2020, Royal Palm families will be provided with a "Parent and Family Engagement Plan Input" (PFEP) survey form both in hard print format and via electronic text/phone/e-mail using School Messenger. In addition, an on-line survey will be available to all parents as an optional response format. The survey will include a copy of the 2019-2020 School-Parent Compact and the parents will be asked to provide input regarding the contents of the compact and any additions/changes they would like to see in the compact. Pending COVID 19 limitations, a meeting will be held in the Spring to seek input on the PFEP and the Compact. The Royal Palm Compact will be disseminated via the parent/student back-to-school packet day 1 of the 2020-21 school year. Students not reporting on day 1 of the school year will receive their packet, including the Compact, on the first day they report. School staff will create a notebook containing the signed and returned Compacts. These will be housed in a labeled notebook in the front office. During the year, all students new to Royal Palm will be given a packet, including the Compact, by the office staff or information specialist. The Parent Involvement Specialist will work closely with all teachers to maximize the number of signed Compacts that are returned.

## RESERVATION OF FUNDS

**The Royal Palm Exceptional Center School** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116)].

In the Spring of 2020, Royal Palm families will be provided with a "Parent and Family Engagement Plan Input" (PFEP) survey form both in hard print format and via electronic text/phone/e-mail using School Messenger. In addition, an on-line survey will be available to all parents as an optional response format. This survey includes a request for input regarding the parent involvement funds portion of Title I. Further information and discussion regarding these funds will be included as part of the agenda for the Title I Annual Meeting in August. Pending COVID 19 limitations, a meeting will be held in the Spring 2020 to seek input on the minimum 1% funds specifically allocated for parent involvement.



**COORDINATION OF SERVICES**

(Name of School) will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

Describe/list how the school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.

Parent involvement activities will include coordinating with the district's Exceptional Student Education (ESE) Department and the Florida Diagnostic and Learning Resource Services (FDLRS) staff to provide workshops/trainings to parents that support academic, emotional, social and behavioral progress and success. Communication and support for parents has also been increased by providing additional school social worker time to Royal Palm. Due to Royal Palm's Title 1 designation in addition to being a full-time center school program for students with disabilities grades K-12, a number of community groups and agencies provide direct support to our students and families... Lutheran Services, The Bridge Fund, SalusCare, Laces of Love, Church of the Cross, Community Cooperative, I Have A Dream Foundation, One More Child, Publix, Olde Hickory Golf and Country Club HOA 2, Direct Access At Home, Elie DNA, Valerie's House, American House Assisted Living (work experience site for Royal Palm students).

**Evaluation of the 2019-2020 Parental Involvement Activities**

**2019-2020 Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. Include participation data on the Title I annual meeting.

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Annual Title 1 Meeting	2 (2 date/time options)	15	Increase student progress/success via increasing parent knowledge and awareness of Title 1 and Royal Palm programs, plans, services and supports.

2	Parent Workshops Q1-Q3 (parents provided two date/time choices to attend and/or workshop combined with Pastries for Parents)	5	29	Increase student progress/success via focus on the benefits of home-school collaboration, communication and involvement.
3	Parent Workshops Q4	2 scheduled	NA	Not executed due to COVID 19
4	Community Christmas With Santa	1	19	Practice and application of reading (assembly and operating printed directions) and social skills (parents, students, community members and school staff together).
5	Open House	1	31	Provide parents with school/classroom information, policies and procedures necessary for supporting their child's academic and behavioral/social progress. Parents heard from various school admin and support staff, received contact information. Parent Involvement Survey was also disseminated and collected to seek parent input.
6	Science Fair	1	10	Improve academic/behavioral/social achievement via increased parent involvement and interaction with school staff, increased parent knowledge of Royal Palm program and classroom specific activities, focus on parents working with their child on classroom specific activity/project.
7	Annual Academic and Behavioral Awards	1	NA	Not executed due to COVID 19
8	Giving Thanks Parent Meal and School/Classroom Interaction	1	24	Increase academic/social achievement. Provided parents the opportunity to interact with their child in the school setting (Thanksgiving Dinner) during school hours, spend time with classroom and teachers to see current instructional activities, assignments, expectations, student work.
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		<b>Total: 12</b>	<b>Total: 113</b>	

## 2019-2020 Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116)].

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	PLCs that included content related to student achievement, parent involvement/roles.	27	30	All PLCs focused on student achievement issues and how best to address student needs. Q4 PLCs groups impacted by COVID 19.
2	Teacher workshops on IEP PEER parent communication and documentation of same	2	20	
3	Transition Assessment Teacher Workshop	1	13	Targets secondary student group, improving academic/social/independence outcomes as students prepare to exit the school system, parent role and input in this process
4	Insights to Behavior-behavior plans, Interventions	1	31	Includes home-school data and student progress sharing, progress towards goals set
5	Distance Learning	5 (actual number varies per teacher role and need for training)	40	District and School training for teachers and school administrators regarding distance learning, parent involvement and roles in achieving successful student outcomes during the COVID 19 pandemic
6	Faculty/Staff meetings that included content related to Title 1 parent involvement and school's PFEF	4	40	Promote parent involvement and communication as one method of increasing student achievement.
7	Royal Palm is one of the smallest schools in the district, thus, many opportunities exist for 1:1 and small group interactions with staff regarding parent communication via teachers, school social worker, school counselor, parent involvement specialist, school principal and assistant principal, staffing specialist, instructional coaches	36 (Weekly or more)	1-5 (varied)	Average 1X/week communicating with staff about utilizing parent involvement and participation as one method of enhancing student outcomes.
8	Royal Palm Journal – quarterly parent newsletter	4	34	All teachers and select additional staff write a quarterly article to inform parents of current content being covered in their

			classrooms; special parent events, suggestions for how parents can increase their child's achievement.
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	Total: 80	Total: 183	

**2019-2020 Barriers Summary**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116j].

#	Barrier (Including the specific subgroup) - Be specific	Steps you put in place to overcome barriers - Be specific
1	Geography – Royal Palm serves the entire district – distance from home to school for all students/parents living outside the Fort Myers city limits.	Offer parent workshops in locations other than Royal Palm. Increase parent awareness of district level parent workshops that are offered in all three attendance zones. Possible use of technology to conduct parent meetings/workshops. Offer more, or different, incentives for parents to attend.
2	Family status – 1 or no biological parent families, students in group homes, students under DCF care, students in mental health facilities,	Maintain increased social worker time for Royal Palm, continue to promote internally the importance and value of teacher to home communication.

	homeless families, high mobility of families, student involvement with the legal system	
3	Small number of responses to school-to-home parent activity invites	Utilize an "RSVP" format to promote responding and follow-up communication to any parent who provides a response of intent to participate, continue to utilize timely and frequent communication for parent activities using as many modes of communication as possible to include electronic (School Messenger texts and e-mails), hard copy and phone, work more to empower teachers to be good frequent parent communicators and establish positive relations that would lead to parents wanting to come to the school, continue to offer parents choices of dates and times when possible.
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## Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- **Tier 1 –Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 –Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 –Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 –Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

## NEW 2020-2021 Parental Involvement Activities

### 2020-2021 Building Capacity Activities

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1116)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

**Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;**

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
1	Annual Title 1 Meeting (due to COVID-19 this meeting will occur via virtual format (ZOOM, Google Forms)	Royal Palm Leadership Team - Principal, Assistant Principal, Parent Involvement Specialist, School Counselor, School Social Worker, Behavior Specialist, Staffing Specialist, Instructional and Reading Coaches	Increase student academic and behavioral/social/emotional achievement via increased parent knowledge and awareness of school programs, services, structure, importance of the role of parents and home-school communication.	September 2020	Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat for virtual meeting), minutes or handouts, parent comments and evaluations (Google Forms for virtual meeting). Increased parent knowledge, communication and direct participation has a positive correlation to increased student achievement. Tier 3	Estimated \$25.00 for paper, postage, printing.
2	Open House	Leadership Team (see above)	Provide school, classroom and teacher specific information, policies, and procedures to provide parents with the tools needed to support their child's academic and behavioral learning and progress.	September 2020	Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat for virtual meeting), minutes or handouts, parent comments and evaluations (Google	Estimated \$25.00 for paper, postage, printing

						Forms for virtual meeting). Intent is to open and maintain strong school-parent communication. Tier 3	
3	Parent Workshops (due to COVID-19, parent workshops will be held via virtual format (ZOOM, Google Forms until the school district reopens full face-to-face campus options for parents and families)	Administration, Parent Involvement Specialist	Positive impact on student learning via increasing parent knowledge of school and community resources, ESE policies and procedures, techniques and parent actions that parents can use in the home to support learning, other topics that impact learning outcomes (social media and gaming for example)	Minimum of 1X/quarter	Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat for virtual meeting), minutes or handouts, parent comments and evaluations (Google Forms for virtual meeting). Intent is to increase school-parent communication, parent knowledge and skills that will then positively impact student learning. Tier 3	Estimated \$25.00 for paper, postage, printing, parent take home printed resources	
4	Pastries With Parents Workshops (due to COVID-19, parent workshops will be held via virtual format (ZOOM, Google Forms until the school district reopens full face-to-face campus options for parents and families)	Administration, Parent Involvement Specialist, select members of Leadership Team based on content	These events will all have an academic parent support component, paired with workshops and school events. Food provided (once COVID-19 restrictions are lifted) to incentivize attendance and participation.	Minimum of 1X/semester	Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat for virtual meeting), minutes or handouts, parent comments and evaluations (Google Forms for virtual meeting). Intent is to increase parent participation and direct school contact, open and maintain strong school-parent communication. Tier 3		
5	Interactive Science Fair	Administration, RP Science Fair Coordinator, all	Improve student academic and social/behavioral achievement via direct parent involvement at home	Quarter 3	Announcements, agenda, sign-in sheet, minutes or handouts,	Estimated \$100.00 for trifold posterboard,	



		Teachers, Parent Involvement Specialist	and school, interaction with school staff, increased parent knowledge of classroom specific project and related activities, focus on parent working with their child toward a classroom goal		parent comments and evaluations. Intent is to increase parent participation and direct school contact, open and maintain strong school-parent communication. Tier 3	paper, postage, printing, science project materials
6	School and District Technology All Parents Should Know Workshops (due to COVID-19, parent workshops will be held via virtual format (ZOOM, Google Forms until the school district reopens full face-to-face campus options for parents and families)	Administration, School Counselor, School Social Worker, Technology Specialist, Reading Coach, Parent Involvement Specialist	Improve student academic and social/behavioral achievement via increased parent knowledge of school and district technology and on-line resources that support and enhance education.	Quarter 1	Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat for virtual meeting), minutes or handouts, parent comments and evaluations (Google Forms for virtual meeting). Intent is to increase parent technical knowledge that directly ties to supporting their child's education. Tier 4	Estimated \$25.00 for paper, postage, printing
7	SAC Meetings (due to COVID-19, SAC Meetings will be held via virtual format (ZOOM, Google Forms until the school district reopens full face-to-face campus options for parents and families)	Administration, select Leadership Team members	Increase parent involvement and direct input into decisions impacting Royal Palm School	Per SAC schedule, minimum 1X/quarter	Announcements, agenda, electronic sign-in sheet (Google Forms or Zoom Chat for virtual meeting), minutes or handouts, parent comments and evaluations (Google Forms for virtual meeting). Intent is to increase parent participation in advisory role, establish parent-to-parent communication as much as possible. Tier 2	Estimated \$25.00 for paper, postage, printing

8	Storytime and Community Gathering With Santa	Administration, School Counselor, select Leadership Team members	Increased student interest and practice of reading, social skills (conversing, sharing, helping) with peers and adults, reading for problem solving (assembly and use directions) in actual community event	December 2020	Announcements, agenda, sign-in sheet, minutes or handouts, parent comments and evaluations. Intent is to increase parent participation with their child at the school, also with teachers and community members who coordinate and attend this event. Tier 3	Estimated \$100.00 for paper, postage, printing, materials, art supplies, food
9	Read Across America	Administration, Reading Coach, select Leadership Team members	Increased awareness of the importance of reading for knowledge and enjoyment; supporting reading in the home.	Semester 2	Announcements, agenda, sign-in sheet, minutes or handouts, parent comments and evaluations. Intent is to increase parent and community direct school contact, Tier 3	Estimated \$25.00 for paper, postage, printing
10	Student Achievement Awards	RP School Leadership Team	Improve academic outcomes and recognize same via parent involvement and interaction with school staff	Semester 1 (Dec) and/or Sem 2 (May)	Announcements, agenda, sign-in sheet, minutes or handouts, parent comments and evaluations. Intent is to increase parent participation and direct school contact, open and maintain strong school-parent communication. Tier 3	Estimated \$100.00 for paper, postage, printing, materials, art supplies, food
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### 2020-2021 Staff Training Activities

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	PLC Meetings (3 levels) to include agenda items regarding improving instruction and student outcomes, and importance of involving parents in supporting learning.	Administration and Department Heads	Increase student achievement via teachers and staff encouraging parent involvement in their child's education.	Weekly	PLC model widely utilized in education to improve instructional outcomes. Home to school parent communication logs, notes, point sheets, Castle, Focus documentation Tier 4
2	Faculty/Staff Meeting/Workshops that include component of parent involvement and home-school communication.	Administration and select Leadership Team member(s) based on agenda topics.	Increase student achievement via teachers and staff encouraging parent involvement in their child's education.	Ongoing, minimum 1-2X/month	Home to school parent communication logs, notes, point sheets, Castle, Focus documentation Tier 2
3	APPLES	Administration, Peer Teachers and Coaches	Improve student outcomes by increasing teacher knowledge and instructional skills	On-going throughout the year	Records of training, meetings, school and district PD Long standing district teacher support program Tier 3
4	ESE Training related specifically to learning outcomes, instruction, importance of parent input and involvement with the IEP process.	Staffing Specialist, ESE Department Parent Liaison	Improve student outcomes due to more parent input and participation in IEP and related meetings, focus on parent knowing goals and supporting progress towards same.	1-2X/semester	PD attendance documents, agendas, materials, minutes/notes Tier 3

5	On site 1:1 or small group communication/PD (face-to-face, e-mail, phone) related specifically to promoting parent to school communication and building stronger parent-teacher relationships.	Parent Involvement Specialist, ESE Staffing Specialist	Improve student achievement by increasing the amount of parent involvement and student support at school and in the home.	On-going throughout the year.	E-mails, notes, data regarding communication to teachers and staff about parent involvement Tier 3
6	Staff training and communication regarding the Royal Palm Parent Newsletter (Royal Palm Journal), how to utilize it as a tool to provide parents with information regarding instruction, content and skills being taught and curriculum, and how parents can support these in the home.	Royal Palm Journal Coordinating Teacher, Parent Involvement Specialist, Teachers, Administration	Improve student outcomes by ensuring parents are current and knowledgeable regarding the instruction (content) their child is receiving so they are able to support same.	Quarterly	Notes, agendas, e-mails, other docs to show teachers and staff received information about how to build strong school-home collaboration. Tier 3
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