
Title I Comprehensive Schoolwide Plan
CONNECTIONS EDUCATION CENTER OF THE PALM BEACHES
(4100)

ELA

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

1. List prioritized needs statements.

While we are post covid, basic facts about the uniqueness of the school remains. CECPB is an ESE center school serving students on the autism spectrum. Instruction is driven by the student's IEP goals. Florida State Standards Access Points are used for the majority of our students. According to our data and needs assessment, our ELA priorities are focused on increasing gains in reading comprehension and written expression. 27% of our students in grades 3-8 scored a Level 1 on the FSAA and 40% of our students in grades 3-8 scored a Level 2 on the FSAA. Pre/Post ULS Assessments show reading comprehension as an overall weakness. Bi-weekly Professional Learning Communities/Data Chats that give our teachers time to share successes and challenges, collaborate, and analyze data is also a priority. We would like to continue the use of the Unique Learning System and News-2-U for grades K-8 which allows teachers to use Access Points and adapt to the different levels of the students in all subject areas and use it with increased fidelity. With over 50% of our students nonverbal, teachers adapt it even further to meet the unique needs of our students. ULS also provides data that can be used to determine if the student is on track, needs supplemental material, or adapted material. We supplement with a variety of on-line, researched-based curricula such as TeachTown, Reading A-Z, Raz Kids, and PCI reading. IN FY23, we added Lively Letter for the beginning readers. Teachers need to learn to adapt materials to stress "real word" reading and writing; focusing on skills needed to be as independent as possible when they reach adulthood. *PD for staff to support the need for differentiated instruction and focus on the specific needs of individual students

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

Connections is a center school for students with autism spectrum disorder and other related disabilities. Our students have significant communication delays which makes language arts instruction very challenging. Instruction is customized for each individual student which can be challenging. Retention of material over time is a constant challenge for students with ASD. Many of our students have significant behavioral challenges that impact learning as well. Scheduling the appropriate amount of time for ELA so that targeted skills can be addressed is another challenge. Large group instruction is a challenge for our students, so the importance of having our paraprofessionals trained to provide direct instruction is a challenge. Parent participation and attendance in trainings and follow-up at home are challenging.

3. Share possible solutions that address the root causes.

Using ULS pre/post assessments with fidelity Including a review of classroom instruction via video playback and analyzing strengths and weaknesses and planning changes in instruction Provide extended learning opportunities for students and relevant instructional resources, print or online Staff to further customize/differentiate instruction and for additional behavioral support in the classroom Document student-specific data chats that include present status and future interventions and strategies Develop a variety of ways to provide monthly progress reports to parents (video chats, google meets, checklists, etc.) Increase school-parent support by committing to using Class dojo with fidelity

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

Teachers and therapists will provide monthly feedback on student participation and progress in ELA to parents via Class Dojo. Monthly newsletters that will include ELA highlights and resources. Staff will encourage parent feedback on daily home notes, especially in the area of ELA. The school will have quarterly parent meetings that will focus on ELA activities for bridging school and home cohesiveness. We will continue to use these methods to inform parents about Title I programs, curriculum and proficiency levels; academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

Training to learn basic behavioral strategies to deal with behavioral challenges at home that prevent working on literacy skills at home. Parent training on bridging literacy skills from school to home and what resources are available.

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

• School

Provide extended learning opportunities for students Provide PD to teachers and paraprofessionals on student engagement and differentiated instruction Provide training opportunities for parents on extending literacy activities in the home Develop a parent lending library for literacy resources

• Students

Follow individual behavior plans that will lead to being "ready to learn"

- **Parents**

Attend parent conferences, IEP meetings, trainings, PTO/SAC meetings Provide feedback to teachers about in-home literacy activities Use Class Dojo with fidelity

- **Staff Training**

Training on techniques to build better relationships with students and parents that include overcoming barriers in communication - use of the variety of features in Class Dojo, including the translation feature. Staff training for both teachers and paraprofessionals and gaging what is the best way to encourage literacy skills in the home environment.

- **Accessibility**

Provide online access and recordings of meetings and training for parents. Provide assistance to parents in downloading and using Class Dojo. Contact community and district offices to support the known needs of all families. All families are invited in parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Math

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

1. List prioritized needs statements.

Connections is an ESE center school serving students on the autism spectrum. Instruction is driven by the student's IEP goals. Florida State Standards Access Points are used. According to our recent FSAA data, 31% of students in grades 3-8 scored at Level 1, and 17% scored at Level 2. Past data also reflects this trend as well. While Connections moved to a Commendable School Improvement Rating, showing gains from the previous year, data still reflects a need for addressing improvements. ULS data shows minimal growth over time in math skills. Math priorities are focused on increasing gains in computational skills and problem-solving.

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

Over 50% of our students at Connections are nonverbal and deficits in communication and retention are the root cause of many of the difficulties our students experience. Abstract math concepts are difficult for students with ASD. Gains are hindered because of these challenges. Data reviewed indicated that 31% of students in grades 3-8 are on Level 1 of the FSAA. ULS pre and post-assessment data indicate minimal growth in math skills over the year. Teachers have to adapt materials to meet the unique needs of our students which is time-consuming and requires skills in the use of technology. The lack of a comprehensive math curriculum that meets the specific needs of our students continues to be a contributing factor to making gains.

3. Share possible solutions that address the root causes.

Increase fidelity of differentiated instruction to address targeted skill areas through reflective conversations and evaluated lessons Provide extended learning opportunities in math Provide supplemental resources and material, print or online Professional development for paraprofessionals to increase their instructional skills Staff to further customize/differentiate instruction and for additional behavioral support in the classroom Provide additional staff to provide intervention services and model lessons to staff Provide PD on alternative approaches to teaching math to SWD

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

- **Communication**

Develop a math parent resource center where parents can have access to at-home activities for math. Use Class Dojo to share monthly progress in math as well as supplemental resources Math Curriculum Night held in the first quarter of the year Record meetings and trainings for viewing at a more convenient time for parents We will continue to use different ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Parent training to teach parents skills to decrease challenging behaviors so that they can work on math skills (through math strategies) with their child at home. Parent training to give hands-on assistance with loading, and using Class Dojo to communicate with teachers

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

- School

Provide extended learning opportunities through after-school tutoring. Availability of a parent resource center that gives parents access to resources, technology, and assistance to use technology effectively

- Students

Follow their individual behavior plans so that they can "be ready to learn".

- Parents

Attend parent conferences, IEP meetings, parent training, and PTO/SAC meetings, and give daily feedback through daily communication logs and/or Class Dojo.

- Staff Training

Teacher and paraprofessional training to learn how to differentiate instruction in math for students with a variety of learning challenges and styles- to share with families Using ULS with fidelity - Math features and other math resources

- Accessibility

Use of technology at school for parents that do not have it or need help with navigation through parent lab/resource center. Provide technology to use at home, recorded trainings and meetings, transportation assistance. All families are invited in SAC and parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Science

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

1. List prioritized needs statements.

Connections is an ESE center school serving students on the autism spectrum. Instruction is driven by the student's IEP goals. Florida State Standards Access Points are used. According to our recent FSAA data, 20% of students in grades 3-8 scored at Level 1, and 30% of the students in grades 3-8 are at Level 2 in Science. Past data reflects some slight improvement in the area but it still reflects a need for intervention and support. ULS data shows minimal growth over time in science skills. The need for increasing gains in executive functioning skills need in science is a priority.

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

Connections' student population consists of over 50% of students that are nonverbal and deficits in communication, retention, and executive functioning are the root cause of many of the difficulties. Abstract concepts are difficult for students with ASD. Gains are hindered because of these challenges. Data reviewed indicated that 50% of students in grades 3-8 are on Level 1 or 2 on the FSAA. ULS pre and post-assessment data indicate minimal growth in science skills over the year. Teachers have to adapt materials to meet the unique needs of our students. The lack of an appropriate, hand-on science curriculum for this population of students is another contributing factor to making gains.

3. Share possible solutions that address the root causes.

Focusing on incorporating real-world science activities that are hands-on and engaging for our students Supporting executive functioning skills to help comprehension of skills presented. Provide extended learning opportunities to students and hand-on instructional resources, print and web-based

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

- **Communication**

Monthly progress reports and communication through newsletters, Class Dojo that includes what is being taught in the area of science, and ways and resources to support skills addressed in school at home. We will continue to use different ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Provide resources for fun, real-world, science-based activities in the home.

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

• School

Provide extended learning opportunities in science Science Fair Night

• Students

Follow their individual behavior plans so that they can "be ready to learn"

• Parents

Attend parent conferences, IEP meetings, trainings, PTO/SAC meetings, fill out daily communication logs

• Staff Training

How to present engaging, hands-on science lessons with students with autism

• Accessibility

Include science and technology resources in our Parent Resource Center. All families are invited in SAC and parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Social Studies

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$25,578.00

Acct Description Description

Paraprofessional Individualized classroom support for K-8 in reading and math

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Reading and math; afterschool; K-8; Starting October	3	\$30.00	2	1	12	Certified	Original	\$2,160.00
Reading and math; afterschool; K-8; Starting October	2	\$15.00	2	1	10	Non-Certified	Original	\$600.00

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$673.50

Acct Description	Description	Item	Quantity	Rate	Supply Type	Type	Total
Supplies		Paper per case	5	\$48.00	General Supplies	Original	\$240.00
		Book per piece for Literacy Night Training- Book name TBD	85	\$5.00	Program Supplies	Original	\$425.00
		Shipping	1	\$8.50	General Supplies	Original	\$8.50

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$0.00

Acct Description	Description
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Mission Statement

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

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

1. Mission Statement

Connections Education Center of the Palm Beaches is a progressive educational community that is dedicated to providing a safe, respectful, personalized learning environment for students with autism spectrum disorder. Our mission is to foster the development of the necessary learning, social, and self-care skills in students on the autism spectrum using evidence-based practices and a family-centered approach. We value our families and recognize the important role they play as students' first and best teachers, and we have a mission statement that is dedicated to our work with families. Fundamental to our mission is a commitment to the active involvement of a competent and caring staff, informed and engaged families, and a safe and orderly learning environment.

Involvement of Stakeholders

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

Name	Title
Debra Johnson	Principal
Melissa Carman	Director of Education
Paula Perretz	Lead Speech Therapist
Aura Ortiz	Parent/PTO/SAC
Nadine Fagan	Parent
Ana Groper	Parent
Akemi Lazzari	Parent
Charleen DeCort	Volunteer Coordinator
Adriana Lawrence	Staff Member
Beth Potter	ESE Contact/Title I Contact
Claudia Morales	Parent
Katherine Knapfel	Community Partner - Big Brothers Big Sisters
Jason Portman	Director of Operations
Marci Kaplowitz	BCBA - staff
Milly Cobo	Parent
Jason Portman	Director of Operations
Dawn Donahue	Community Partner - D3 Advertising

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

Emails/written communication sent out to parents and staff to see if there was an interest in helping with the development of the plan. Due to the size of our school, we select all parents that show an interest. Community partners are sent invitations to participate and then, depending on the response, we look for a diverse spectrum of community partners.

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

CNA and PFEP meetings were held. Verification sent to the district. Minutes from meetings, copies of emails and written communication are saved as documentation. Title I Updates will be a standard agenda item for all monthly SAC meetings. PTO/SAC meetings are held monthly on the fourth Wednesday of each month. These meetings will be conducted both in person and virtually through Google Meet.

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

Stakeholders' meetings were held in the spring for input, written/emails from parents/staff that couldn't attend the meeting were sent. Draft of the plan as sent out and suggestions made and implemented when appropriate. Training supplies and family take-home packs for book fair, tutorial and parent liaison salary will be funded by Title I.

Name	Title
Debra Johnson	Principal
Beth Potter	ESE Contact/Title I Contact
Aura Ortiz	Parent
Jason Portman	Director of Operations

Annual Parent Meeting

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

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

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

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

Annual Meeting Date - October 5, 2023 Time: 6:00 pm Location: at this time the Annual Meeting will be both in person and virtual through Google Meet

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

The parents, teachers, and community will be notified about the Annual Meeting via the school website, email, notification through our parent communication app (Class Dojo, Praxi), Text, and our monthly newsletter.

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

An invitation, agenda, PowerPoint presentation will be shared with attendees and sent out via email to all staff, parents, and community stakeholders after the meeting.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- **Name of Training**

Six Slices of Family Engagement - Part 1

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

Staff will learn the six slices of family engagement from Project Appleseed. The Family Engagement Toolbox will be reviewed to prepare and implement a plan for building lasting relationships with families. Staff will learn how to minimize barriers to family participation

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

Staff will be able to develop a framework for effective parent engagement and communication in their classrooms.

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

At the end of the training, staff will submit a plan that will help facilitate the use of the six slices of family engagement - 1. Welcome All Families 2. Communicate Effectively 3. Support Student Success 4. Speak Up for Every Child 5. Share Power 6. Collaborating with the Community

- **Month of Training**

August 2023

- **Responsible Person(s)**

Melissa Carman and Debi Johnson

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Six Slices of Family Engagement - Part 1

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Part 2 - Six Slices of Family Engagement - Project Appleseed

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

Staff will evaluate family engagement strategies that were implemented as a result of Training 1. They will review the Parent Report Card data and discuss barriers to family engagement and develop at least 2 strategies to overcome those barriers.

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

Staff will be able to access, discuss and implement successful strategies to improve family engagement within their classrooms and the school community..

• What will teachers submit as evidence of implementation?

Staff will submit the results of the Parent Report Card and a list of at least 2 strategies that will be implemented to overcome barriers in family engagement and communication.

• Month of Training

November 2023

• Responsible Person(s)

Melissa Carman, Debra Johnson

4. Reflection/Evaluation of Training #2

• Name and Brief Description

Part 2 - Six Slices of Family Engagement - Project Appleseed

• Number of Participants

TBD

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

TBD

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

on

• How do you know?

TBD

• What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

• Name of Training

How Do I Become an Active Member in My School Community?

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

Parents will be given an overview of the Six Slices of Family Engagement - 1. Welcome All Families 2. Communicate Effectively 3. Support Student Success 4. Speak Up for Every Child 5. Share Power 6. Collaborating with the Community. Review of school events, volunteer opportunities, training, communication, home support, and the Parent Engagement Pledge.

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

Parents will work in small groups to come up with ideas to increase engagement and communication and present finding to group.

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

By increasing family engagement and home/school communication, students will have a comprehensive plan that should improve student achievement.

• Date of Training

August 2023

• Responsible Person(s)

Melissa Carman, Pam Ludwick, Debra Johnson

• Resources and Materials

PowerPoint Handouts Parent Engagement Pledge

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

2. Reflection/Evaluation of Training #1

- Name of Training

How Do I Become an Active Member in My School Community?

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Ways to Address Challenging Behaviors at Home

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

To support parents at home in ensuring the students continue to learn at home, parents will learn basic ABA principles and how to apply them in the home.

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

During the training, parents will be given tools to assess the functions of behavior and make materials to be used at home (first/then board, visual schedule, token board, etc.

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

If parents are able to learn techniques to address behavioral challenges, their child will be able to focus on working on academic tasks at home.

- Date of Training

November 2023

• Responsible Person(s)

Joe Donegan, Marci Kaplowitz, Jeffrey Monge

• Resources and Materials

Handouts, Visuals, Laminating materials, Token boards, PowerPoint

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. \$10.00)

N/A

4. Reflection/Evaluation of Training #2

• Name of Training

Ways to Address Challenging Behaviors at Home

• Number of Participants

TBD

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

TBD

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

on

• How do you know?

TBD

• What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

• Name of Training

Literacy Night

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

To support parents learning at home, parents will be able to learn how their child's teacher approaches literacy in the classroom and how they can carry over those activities in the home setting.

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

Parents will meet with their child's staff who will demonstrate various ways to extend classroom literacy activities at home- read alouds, use of props, etc.

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

Increased home participation in literacy activities will reinforce skills being taught in the classroom - leading to increased reading achievement

• Date of Training

February 2024

• Responsible Person(s)

Classroom Teachers and Therapist

• Resources and Materials

Invite, Powerpoint, Take-home Literacy Kits.

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

• Name of Training

Literacy Night

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

Coordination and Integration

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

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

• Name of Agency

Palm Beach County Youth Service Department and SDPBC's ESE Department

• Describe how agency/organization supports families.

Through SDPBC's ESE Department we are able to provide support to our families: Palm Beach County Youth Service Department helps families by providing partial funding for Connection's Health, Wellness, and Aquatics Program. Palm Beach County Parks and Recreation Department works with Connections Education Center on an aquatic therapy program for our students. The PBC Drowning Coalition assists with partially covering pool fees. We also work in conjunction with the School District's Healthy School Team Program. Our parents and their families spend a lot of time around water and have expressed concerns over their children's love of water yet inability to swim. Drowning also happens to be the number 1 cause of death of children with Autism Spectrum Disorder. Students with ASD also have many issues with food selectivity and nutrition.

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

Agreement with Palm Beach County Youth Service Department, Updates in our bi-monthly newsletter, Lesson plans, information on our website, YSD annual report, sample communication with ESE Dept.

• Frequency

Monthly

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

• Name of Agency

Youth Service Department

• Describe how agency/organization supports families.

Part of the Youth Service Department's Summer Camp Scholarship Program is to help families by providing free Summer Camp to qualifying students

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

Emails will be sent to parents regarding the opportunity to apply. Featured in our bi-monthly newsletter from January 2023 to May 2023. Posts on social media to showcase campers will be done. A contract for the scholarship will be provided.

- Frequency

Monthly from January 2023 to May 2023

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

- Name of Agency

Early Learning Coalition

- Describe how agency/organization supports families.

Connections Education Center has become a provider with the Early Learning Coalition at the request of the parents to provide affordable child care opportunities for before and after school hours.

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

Early Learning Coalition contract, attendance data submitted on a monthly basis.

- Frequency

Monthly

Communication

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

student progress/proficiency level information.

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

- **Description**

Information about the Title I programs, meetings, and other activities will be provided to parents and families via our bi-monthly newsletter, our parent communication app (Praxi and Class Dojo), flyers, and updates on activities and services given at monthly SAC/PTO meetings. Any written communication is sent out in all languages.

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

Flyers, copies of newsletters, minutes from meetings, sample email parent communication

- **Description**

Parent Student Handbook handed out at the beginning of the school that explains the overall curriculum. Curriculum Night will be held in September so parents can meet with their child's teacher to review curriculum, assessments, and what is used to measure proficiency. At least 2 individual parent conferences are held each year and every student's IEP is updated at least once a year. Parents are given daily notes from the teacher regarding progress.

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

Copy of the Student Handbook Copies of any flyers, emails, newsletters, agendas, and parent conference forms

- Description

All our students are on an Access Point curriculum. Reading and math assessment results are attached to report cards at each marking period. Copies of FSAA are sent to parents via communication folders and or mail. All assessments and student progress are discussed at the student's IEP meeting as well as bi-annual parent conferences.

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

Sample of unit assessments, conference staffing notes, IEP schedule

- Description

The Student Handbook informs parents that they are active participants in the decision making related to the education of their child(ren). This is re-emphasized again through the School-Parent-Student Compact. Every student at Connections has an IEP and with each yearly meeting, a Parent Participation Form is sent out. Parents are required to attend IEP and bi-annual parent conferences. Parents are part of the IEP process - with IEP goals sent home prior to the actual IEP meeting and discussed with parents to get their input.

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

Copy of Student Handbook Sample of IEP and parent conference staffing notes

- Description

Meetings will be scheduled both in the morning and evening and via Google Meet. With past increased participation in virtual meetings via Google Meet/Zoom, we will offer meetings virtually and record them so that parents can view them if they are unable to attend live. For evening, in-person meetings, childcare will be provided. Teachers are available to do home visits and transportation barriers will be addressed on an individual basis.

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

Copies of notices sent out for meetings with options for attendance; childcare schedule

Accessibility

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

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

CECPB has a high percentage of Spanish-speaking families and therefore has two designated staff to assist in communication with parents. They will call/text families to make sure that they have received and understand the information that is sent home. All documentation and electronic materials are available in the parent's preferred language. Connections have made a commitment to have at least one bilingual staff person in each classroom.

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

Provide a list of Spanish and Creole -speaking staff. Log of parent phone calls, translated communication (letters, flyers, emails)

- **Description**

CECPB does not have any families that require those services but will provide them as needed. Should we have, we will provide the necessary accommodation and services. Our school is ADA accessible. We will contact the District ESE office if accommodations are needed for hearing and vision-impaired students

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

Log of any accommodations and/or services that were needed, photo of ADA access

- **Description**

CECPB does not have any families that require those services but will provide them as needed. Should we have, we will coordinate with the district's Migrant Office on the possible support and services we need to provide.

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

If Connections has a family that needs Migrant services, we will keep a log, communication with district's Migrant Office, flyers

- **Description**

CECPB families that require those services will provide information on the McKinney-Vento programs as well as other assistants needed.

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

If Connections has a student that meets criteria for McKinney-Vento services we will connect that family and keep a log of such transactions, communication with McKinney-Vento specialist, flyers

Other Activities

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

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

None

- Brief Description

N/A

3. Activity #3

- Name of Activity

None

- Brief Description

N/A

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

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

1. Building Students' Non-Academic Skills

Connections Education Center believes strongly that learning takes place in many places outside the classroom. Parents are encouraged to participate in support groups and training provided free of charge by The Center for Autism and Related Disorders (CARD). CARD also provides support groups for middle school students and social skill training for students. CEPB provides after-school groups to address the following areas: life skills (shopping/cooking), recreation/leisure skills (bowling, soccer, tennis), social skills, and Lego club. During the school day, part of the day is focused on developing independent functioning skills (doing laundry, home and daily living skills, pre-vocational skills, school store, recycling program). We also have weekly swim instruction at a local community pool, weekly creative movement/music provided in partnership with Lynn Special Arts, and daily physical education, and weekly nutrition and art classes. Monthly Music Appreciation Classes are held in partnership with Lynn University's Conservatory Program. CEPB is actively involved with the Kravis Center's STAR program, providing standards-based exposure to theater arts. We also have a school garden. To document implementation, our school will collect the following as evidence: picture portfolios of various non-academic activities, contracts for creative movement classes, and data for health and wellness activities.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

As a center-based ESE school, Connections Education Center's students all have Individual Education Plans to address goals and objectives in academic, social-emotional, and independent functioning domains. We have a School-Based Team that meets monthly to address areas of concern with students. We use the school district's MTSS where a four-step process is used that includes: • Step 1: Define, in objective and measurable terms, the goal(s) to be attained • Step 2: Identify possible reasons why the desired goal(s) is not being attained. • Step 3: Develop & implement a well-supported plan involving evidence-based strategies to attain the goal(s) • Step 4: Evaluate the effectiveness of the plan in relation to stated goals. Through the use of the tiered system, the SBT can analyze data and make recommendations for interventions. This system is used primarily to look at a change of eligibility and/or placement. Appropriate meetings will be done face to face and or online/virtual. To document implementation our school will have a binder with agendas and sign-in sheets for meetings.

Provision of a Well-Rounded Education

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

- The process used to determine core instructional needs
 - Opportunities to extend learning time.
- How the school ensures instruction is aligned to standards.
 - How the school connects classroom learning to real world applications
- Courses/electives that are not considered core-content.
 - How extra curricular opportunities enrich the students' education.
- Courses/electives that are focused on job skills.

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

1. Well-Rounded Education

As a school for students with social and communication challenges, we strive to provide a variety of experiences for our students. By including a life skills program and prevocational programming we are preparing students at a young age to develop the skills they will need to live independently, obtain and sustain employment, and have a repertoire of leisure skills to make their adult life meaningful and productive. The following enrichment opportunities are provided: - Doing laundry, home and daily living skills - Prevocational skills - School store - Recycling program - Weekly swim instruction at a local community pool - Weekly creative movement/music provided in partnership with Very Special Arts - Kravis Center's STAR program, provides standards-based exposure to theater arts - Theme-based field trips within the community and community-based instruction - Dolphin Camp - a partnership with Island Dolphin Care in Key Largo that provides one-day, unique, therapeutic, motivational, and educational dolphin-assisted therapy programs - Health and Wellness Program - School Garden To document implementation, our school will collect a pictorial portfolio as evidence. Data for the Health and Wellness Program is tabulated on a monthly basis.

Post-Secondary Opportunities and Workforce Readiness

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

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

1. Post-Secondary Opportunities and Workforce Readiness

As a center-based ESE school, all students have IEPs. Part of the IEP process dictates that you begin discussing transition plans when students turn 12 and continues for every year until graduation. Part of our curriculum includes lessons on career opportunities, self-determination and self advocacy, providing on and off-site exposure to a variety of job opportunities, and on-site prevocational training. Parents are encouraged to attend workshops provided by CARD that addresses college awareness. Our school store provides training opportunities on a variety of levels from basic math - accounting/bookkeeping skills, inventory management, ordering, stocking, marketing. To document implementation, our school will provide evidence on students turning 14 via their IEPs. Parents will be encouraged to share knowledge of outside training at parent support groups via copies of materials. Pictorial portfolios for life skill opportunities will be kept.

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergarten for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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

1. Professional Development

Connections Education Center believes that professional development for all employees is key to job satisfaction and retention. The instructional staff has access to District professional development opportunities through elearning. The Center for Autism and Related Disorders (CARD) offers a variety of workshops as well as a yearly conference that includes free Educators Day. CECPB encourages staff to attend these learning opportunities. Through their individual professional development plans, staff can request a training in areas of interest related to the field of autism. Their request is evaluated by the administration and, if funding is available, then the request is approved. Staff attending such training is then required to present a summary of what they learning at a staff meeting. New paraprofessionals are given a series of modules to complete to familiarize themselves with ASD and researched-based interventions. We provide training on the instructor level for Professional Crisis Management, an advanced system of crisis management. Unlike other methods that teach intervention techniques only after individuals have become non-compliant, agitated or aggressive, PCM focuses primarily on prevention before a crisis occurs. This staff member then trains all CECPB staff in this intervention method. To document implementation, our school will collect professional development plans for all instructional staff, training certificates will be submitted and kept in personnel files, PCM training agenda, sign-in sheets, competency tests are kept on file at the school.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

CECPB uses Teachers-to-Teachers Florida, INDEED, and social media to recruit certified and effective teachers and staff. Our salary scale meets and often exceeds the District. We also have an incentive program for staff that refers someone to Connections and they are hired. Our paraprofessionals are salaried employees and receive training throughout the year. Providing staff development and encouraging furthering their education is another way to retain effective staff. CECPB also instituted an employee referral incentive program where staff that refer someone to CECPB for employment get a stipend if CECPB hires the potential employee and satisfactorily completes their 90-day probation. A second stipend is given if they satisfactorily complete one year of employment with us. CECPB pays for staff to take SAE for their certification. Our PTO organizes numerous teacher appreciation activities throughout the year to boost morale and show appreciation from the parents. Professional Learning Teams meet bimonthly to review data, discuss new and innovative techniques, and discuss academic and behavioral strategies for challenging students. To document implementation, our school will collect copies of our salary schedule, log in to the INDEED account to verify job postings, and compile a pictorial portfolio of PTO activities provided for staff. All staff are valued at CECPB.