
Title I Comprehensive Schoolwide Plan
NORTHBORO ELEMENTARY SCHOOL (0291)

ELA

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

1. List prioritized needs statements.

According to iReady data, students are working below grade level in vocabulary- K- 37% 1st- 65%, 2nd- 62%, 3rd- 52%, 4th- 51% and 5th- 75%
According to iReady data, students are working below grade level in comprehension K- 20% 1st- 63%, 2nd- 52%, 3rd- 49%, 4th- 46% and 5th- 55%
In the K-2 PM#2 data, students are working below grade level in the area in phonics and word analysis (70%) and Reading Across Genres (78%). In grades 3-5 PM#2 data, students are working below grade level in the area of Reading Prose & Poetry (85%) and Reading Across Genres (85%).

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

Vocabulary acquisition prohibits overall comprehension. Background knowledge to support overall comprehension Structure and foundational skills in writing (complete sentence, subject verb, strong supporting details) Lack of parent knowledge of how to support learning at home Lack of teacher knowledge of the reading process and standards

3. Share possible solutions that address the root causes.

Incorporate ESOL strategies to support vocabulary and cognates explicit vocabulary instruction Front load vocabulary before beginning a passage. Utilizing a curriculum that addresses all aspects of readiness in ELA. curriculum nights collaborative planning with our teachers and other schools' teachers intervention groups Provide professional development to strength the delivery of math instruction through PD staff, collaborative planning with our teachers in all grades, across all grades and other schools' teachers, conferences, webinars. Provide extended learning opportunities (tutorial, academic tutors for extra support,) PK-5 technology programs to enhance readiness in ELA such as iStation for PK and iReady Toolbox for K-5 Provide adaptive technology to support with online writing instruction such as TopScore writing Provide resources to support intervention and small group instruction through the use of resource teachers, temp tutors, paras, etc. Additional manipulative resources such as Lakeshore moveable letters, early readers and other grammar materials to support student learning Provide parent trainings opportunities and share resources and materials to reinforce concepts learned and build parent capacity to support learning at home.

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

- **Communication**

A communication board will be placed at car riders and the walkers gate with weekly events. The events will be written in English and Spanish. Sending home school-wide information in English and Spanish. Teachers will work with the CLF and ESOL staff to assist in facilitating parent conferences to inform parents of their child's academic progress, curriculum and proficiency expectations.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home in reading and writing. Schedule for September 2024 A technology workshop will be hosted so parents can monitor and assist with iReady and other technology components. Scheduled August 2024 A 3rd grade parent workshop will focus on specific activities to support ELA strategies at home. Scheduled August 2024

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

- **School**

Provide rigorous core based instruction Provide intervention in ELA for students Provide extended learning opportunities for students Provide a safe and orderly learning environment Provide professional development for teachers to further their proficiency in instruction and creating and maintaining a positive school culture Establish and maintain high expectations for all students Send home resources to support students in multi-languages Provide weekly updates in an electronic school newsletter as well as communication board in strategic travel areas Provide parent workshops where parents can gets hands on resources Coordinate parent meetings where English is taught and foundation skills to support the students Conduct parent conference to inform parents of their student's progress Provide activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension).

- **Students**

Complete their homework nightly Attend school regularly on time and prepared for learning Actively participate in class Interact with their teachers and peers respectfully/responsibility Use my agenda to keep track of daily assignments, homework and important dates. Use my agenda as a communication tool between my parents and my teacher by showing my parents my agenda daily and asking them to read it and sign it. Use my agenda to help me organize and maintain assignment due dates given by my teacher Practice activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension).

- **Parents**

Check agenda daily, reach out to teachers for clarification if needed, Listen to the parent links Attend parent conferences and actively engage in their students education Support school initiatives and staff Ensure child completes their homework Use activities at home with student that were shared during parent workshops focusing on foundational skills (phonics, decoding, and vocabulary, comprehension).

- **Staff Training**

Effective parent conferencing strategies- How to talk to parents about their student's current academic performance and strategies to support student's at home. This will take place in October 2024. Cultural Awareness- The workshop will focus on the student population that attends Nortboro. The workshop will take a look at the barriers in the community for education and what the school can do to support the students and help them overcome the barriers. This will take place in September 2024.

- **Accessibility**

A Needs Assessment will be sent home at the start of the school year to determine the needs of the school community. A communication board will be placed at car riders and the walkers gate with weekly events. The events will be written in English and Spanish. A uniform closet will be established with uniforms for students in need. School supplies and backpacks will be available for students in need. Continue to provide accommodations for all of our families (LEP, disabled, Migrant, and Homeless) to increase their involvement in their child's education.

Math

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

1. List prioritized needs statements.

According to iReady data, 62% of students are working below grade level in Number Operations- K- 53% 1st- 68%, 2nd- 48%, 3rd- 55%, 4th- 24% and 5th- 57% According to iReady data, students are working below grade level in comprehension K- 20% 1st- 63%, 2nd- 52%, 3rd- 49%, 4th- 46% and 5th- 55% In the K-2 PM#2 data, students are working below grade level in the area of number operations (63%) and Algebraic Thinking (91%). In grades 3-5 PM#2 data, students are working below grade level in the area of Number Sense with Whole Numbers 3rd-79% , 4th- 90%, and 5th- 91%. In grades 3-5 PM#2 data, students are working below grade level in the area of Number Sense with Decimals and Fractions 3rd- 88% , 4th- 100%, and 5th- 95%. We need students to gain proficiency in the primary grades to increase our chances of them staying proficient in the intermediate grades.

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

foundational skills more manipulatives beyond primary to introduce concepts and gain the concrete conceptual understanding fluency academic vocabulary- needs to be consistent across the grade levels RIGOR- DOK 3 questions teachers doing too much of the work- release comprehension of word problems and multi- step word problems Lack of parent knowledge of how to support learning at home Lack of teacher knowledge of the math process and standards

3. Share possible solutions that address the root causes.

practice fluency during line time play fluency facts during lunch Professional development small group instruction spiral reviews/daily reviews intervention groups for math real world problems incentives provide additional support to students to increase student achievement through the use of resource teachers, academic tutors, paras, etc. provide extended learning opportunities to reinforce math concepts (tutorial - after school, saturday, summer, etc) for grades K-5 Provide professional development to strength the delivery of math instruction through PD staff, collaborative planning with our teachers in all grades, across all grades and other schools' teachers, conferences, webinars. Provide parent trainings opportunities and share resources and materials to reinforce concepts learned and build parent capacity to support learning at home. PK-6 technology programs to help with fluency and remediation of skills such as Math XL and iReady Math Toolbox Provide resources/materials to support intervention and small group instruction (manipulatives, workbooks, etc.)

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

- **Communication**

A communication board will be placed at car riders and the walkers gate with weekly events. The events will be written in English and Spanish. Sending home school-wide information in English and Spanish. Teachers will work with the CLF and ESOL staff to assist in facilitating parent conferences to inform parents of their child's academic progress, curriculum and proficiency expectations.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (focused on foundational Math skills) Parent Trainings that may be offered to support parents/families as they work with their students at home in reading and writing. A technology workshop will be hosted so parents can monitor and assist with iReady and other technology components. A 3rd grade parent workshop will focus on specific activities to support Math strategies at home.

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

- **School**

Provide rigorous core based instruction Provide intervention in Math for students Provide extended learning opportunities for students Provide a safe and orderly learning environment Provide professional development for teachers to further their proficiency in instruction and creating and maintaining a positive school culture Establish and maintain high expectations for all students Send home resources to support students in multi-languages Provide weekly updates in an electronic school newsletter as well as communication board in strategic travel areas Provide parent workshops where parents can gets hands on resources Coordinate parent meetings where English is taught and foundation skills to support the students Conduct parent conference to inform parents of their student's progress Practice activities and strategies at home that support foundational skills (math facts - operations, math vocabulary)

- **Students**

Complete their homework nightly and practice activities to reinforce foundational skills (math facts - operations, math vocabulary) Attend school regularly on time and prepared for learning Actively participate in class Interact with their teachers and peers respectfully/responsibility Use my agenda to keep track of daily assignments, homework and important dates. Use my agenda as a communication tool between my parents and my teacher by showing my parents my agenda daily and asking them to read it and sign it. Use my agenda to help me organize and maintain assignment due dates given by my teacher

- **Parents**

Check agenda daily, reach out to teachers for clarification if needed, Listen to the parent links Attend parent conferences and actively engage in their students education Support school initiatives and staff Ensure child completes their homework Use activities at home with student that were shared during parent workshops focusing on foundational skills (math facts - operations, math vocabulary)

- **Staff Training**

Effective parent conferencing strategies- How to talk to parents about their student's current academic performance and strategies to support student's at home. This will take place in October 2024. Will also focus on foundational math skills. Cultural Awareness- The workshop will focus on the student population that attends Northboro. The workshop will take a look at the barriers in the community for education and what the school can do to support the students and help them overcome the barriers. This will take place in September 2024.

- **Accessibility**

A Needs Assessment will be sent home at the start of the school year to determine the needs of the school community. A communication board will be placed at car riders and the walkers gate with weekly events. The events will be written in English and Spanish. A uniform closet will be established with uniforms for students in need. School supplies and backpacks will be available for students in need. Continue to provide accommodations for all of our families (LEP, disabled, Migrant, and Homeless) to increase their involvement in their child's education.

Science

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

1. List prioritized needs statements.

51% of students in grade 5 did not meet proficiency as determined by the NGSSS in FY23 48% of students in grade 5 did not meet threshold as determined by the NGSSS in FY24 Winter Diagnostics 75% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.3.L.14.1. 80% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.5.4 54% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.6.2 65% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.6.3 76% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.L.16.1 54% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.5.E 5.1 50% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.5.E 7.3

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

Reading comprehension deficiency hinders ability to understand test items on science assessment Vocabulary: language deficiency Lack of hands-on activities in grades K-2 Lack of vocabulary exposure in grades K-2 Lack of parent knowledge of how to support learning at home Lack of teacher knowledge of the math process and standards

3. Share possible solutions that address the root causes.

Additional time for Science outside of the scheduled Science block Teaching Science through Reading Dedicated time to gather/select text that supports Science instruction Students in grade 3 to review and emphasis vocabulary from grade K - 2 Exposure of vocabulary via hands-on exploration Exposure to 4th and 5th grade vocabulary in grades K-2 Fine Arts aligned to grade level Science instruction Conduct on-going class projects for fair game benchmarks Resources to support intervention and small group instruction Use of adaptive technology that meets students' needs (such as Penda Learning, flocabulary, Gizmo, etc) Provide Extended learning opportunities to reinforce science concepts learned through tutorial (after school, Saturday, summer, etc.) Provide resource and materials to support fair game benchmark instruction, and science concepts through the use of hands-on materials (manipulatives, experiments, investigation kits, etc.) Provide professional development to strength the delivery of science instruction through PD staff, collaborative planning with our teachers in all grades, across all grades and other schools' teachers, conferences, webinars. Provide additional staff to support intervention and small group instruction through the use of resource teachers, temp tutors, paras, etc.

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

• Communication

A communication board will be placed at car riders and the walkers gate with weekly events. The events will be written in English and Spanish. Sending home school-wide information in English and Spanish. Teachers will work with the CLF and ESOL staff to assist in facilitating parent conferences to inform parents of their child's academic progress, curriculum and proficiency expectations.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home in reading and writing to help understand science concepts. This will take place in October 2024. A technology workshop will be hosted so parents can monitor and assist with technology components. This will take place in August 2024.

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

• School

Provide rigorous core based instruction Provide extended learning opportunities for students Provide a safe and orderly learning environment Provide professional development for teachers to further their proficiency in instruction and creating and maintaining a positive school culture Establish and maintain high expectations for all students Send home resources to support students in multi-languages Provide weekly updates in an electronic school newsletter as well as communication board in strategic travel areas Provide parent workshops where parents can gets hands on resources Coordinate parent meetings where English is taught and foundation skills to support the students Conduct parent conference to inform parents of their student's progress Provide activities and strategies at home that support science concepts and fair game benchmarks (vocabulary, scientific process).

• Students

Complete their homework nightly Attend school regularly on time and prepared for learning Actively participate in class Interact with their teachers and peers respectfully/responsibility Use my agenda to keep track of daily assignments, homework and important dates. Use my agenda as a communication tool between my parents and my teacher by showing my parents my agenda daily and asking them to read it and sign it. Use my agenda to help me organize and maintain assignment due dates given by my teacher Practice activities and strategies at home that support science concepts and fair game benchmarks (vocabulary, scientific process).

• Parents

Check agenda daily, reach out to teachers for clarification if needed, Listen to the parent links Attend parent conferences and actively engage in their students education Support school initiatives and staff Ensure child completes their homework Use activities at home with student that were shared during parent workshops focusing on science concepts and fair game benchmarks (vocabulary, scientific process).

• Staff Training

Effective parent conferencing strategies- How to talk to parents about their student's current academic performance and strategies to support student's at home. This will take place in October 2024. Will also focus on science concepts and vocabulary. Cultural Awareness- The workshop will focus on the student population that attends Northboro. The workshop will take a look at the barriers in the community for education and what the school can do to support the students and help them overcome the barriers. This will take place in September 2024.

- Accessibility

A Needs Assessment will be sent home at the start of the school year to determine the needs of the school community. A communication board will be placed at car riders and the walkers gate with weekly events. The events will be written in English and Spanish. A uniform closet will be established with uniforms for students in need. School supplies and backpacks will be available for students in need. Continue to provide accommodations for all of our families (LEP, disabled, Migrant, and Homeless) to increase their involvement in their child's education.

Action Step: Classroom Instruction

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

Budget Total: \$229,098.89

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper to support student learning and delivery of instruction	6	\$44.61	General Supplies	Original	\$267.6
	Pencils to support student learning	1	\$13.19	General Supplies	Original	\$13.19
	Amend 7- Allocated funds to purchase additional Copy Paper (BT 489559)	1	\$161.19	General Supplies	Amendment	\$161.19

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Certified Out-of-System Temp Tutors will provide support during-the-day for at-risk/struggling students K-5 in ELA, Math, and Science through a push-in and/or pull-out model of support (Start date is Aug. 2024)	3	\$17.00	5	6	35	Non-Certified w/ Degree	Original	\$53,550.00
	Non-Certified Out-of-System Temp Tutors will provide support during-the-day for at-risk/struggling students K-5 in ELA, Math, and Science through a push-in and/or pull-out model of support (Start date is Aug. 2024)	4	\$15.00	5	6	35	Non-Certified	Original	\$63,000.00
	Amend 7- Dissolved 1 OOS Tutor w/Bachelor (BT 489559)	-1	\$17.00	5	6	35	Non-Certified w/ Degree	Amendment	-\$17,850.00
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers will provide afterschool tutoring for 3-5 grade at-risk/struggling students to reinforce learning in ELA, Math and Science -Tentative start date is October 2024	25	\$37.00	3	2	12	Certified	Original	\$66,600.00

Acct Description	Description									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 212 1402 293">Item</th> <th data-bbox="1402 212 1549 293">Quantity</th> <th data-bbox="1549 212 1715 293">Rate</th> <th data-bbox="1715 212 1900 293">Type</th> <th data-bbox="1900 212 2030 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	Top Score Writing Digital Program to support Writing for students in grades 3 -5 (8 Teacher Licenses and PD)	1	\$2,700.00	Original	\$2,700.00					
	Pink Cat Subscription to support student learning in Kindergarten in reading and math / 15 Licenses	15	\$39.99	Original	\$599.85					
	iReady Tool Box to reinforce reading for students in grades K-5 (school site license)	1	\$3,468.00	Original	\$3,468.00					
	Amend 7- Added IXL to support math learning Grades 4-5(School Site License)- BT 489559	1	\$3,195.00	Amendment	\$3,195.00					
Amend 7- Added Penda Learning to support science learning Grades 3-5 (School Site License)- BT 489559	1	\$5,000.00	Amendment	\$5,000.00						

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$128,066.05

Acct Description	Description																	
Stipends	<table border="1"> <thead> <tr> <th data-bbox="422 175 1157 248">Item</th> <th data-bbox="1157 175 1304 248">Quantity</th> <th data-bbox="1304 175 1430 248">Rate</th> <th data-bbox="1430 175 1524 248">Days</th> <th data-bbox="1524 175 1640 248">Hours</th> <th data-bbox="1640 175 1759 248">Weeks</th> <th data-bbox="1759 175 1892 248">Type</th> <th data-bbox="1892 175 2022 248">Total</th> </tr> </thead> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total										
Stipends for Certified Staff in grades PreK-5 will attend professional development trainings outside of duty hours to learn best practices, standards-based instruction and implementation of various curriculum in Reading/Language Arts, Math, Science, and Technology to meet the needs of all students. Various dates throughout the year with a tentative start date of August 2024.	40	\$25.00	1	2	5	Original	\$10,000.00											
Tch Res Staff Development	Teacher Resource Staff Development will support teachers in grades K-5 with data analysis, effective standard based lessons for ELA, Math and Science through PLCs, PDD, Instructional Coaching Cycle, mentoring, observation and feedback.																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 820 1182 893">Item</th> <th data-bbox="1182 820 1346 893">Quantity</th> <th data-bbox="1346 820 1482 893">Rate</th> <th colspan="2" data-bbox="1482 820 1759 893">Supply Type</th> <th data-bbox="1759 820 1892 893">Type</th> <th data-bbox="1892 820 2022 893">Total</th> </tr> </thead> </table>									Item	Quantity	Rate	Supply Type		Type	Total		
	Item	Quantity	Rate	Supply Type		Type	Total											
Copy Paper to support collab planning, PLCs, etc	5	\$44.61	General Supplies		Original	\$223.05												
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="422 998 951 1071">Item</th> <th data-bbox="951 998 1094 1071">Quantity</th> <th data-bbox="1094 998 1220 1071">Rate</th> <th data-bbox="1220 998 1314 1071">Days</th> <th data-bbox="1314 998 1430 1071">Hours</th> <th data-bbox="1430 998 1549 1071">Weeks</th> <th data-bbox="1549 998 1703 1071">Certified</th> <th data-bbox="1703 998 1892 1071">Type</th> <th data-bbox="1892 998 2022 1071">Total</th> </tr> </thead> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Teachers in grades K-5 will work together to analyze student data, identify needs of students, create action plans, create instructional calendars, and lesson plans to meet the needs of students in all content areas (ELA, Math, and Science). Meetings will take place during various dates throughout the year - starting August 2024	40	\$25.00	1	2	7	Certified	Original	\$14,000.00										

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Amend 7- Increased funds for Teachers in grades 3-5 will work together to analyze student data, identify needs of students, create action plans, create instructional calendars, and lesson plans to meet the needs of students in all content areas (ELA, Math, and Science). Meetings will take place during various dates throughout the year - January 2025 tentative date (BT 489559)	25	\$25.00	1	2	7	Certified	Amendment	\$8,750.00

Action Step: Parent Engagement

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

Budget Total: \$7,079.81

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Refreshments for parent trainings in the PFEP	3	\$250.00	Program Supplies	Original	\$750.00

Acct Description	Description								
	Item	Quantity	Rate	Supply Type			Type	Total	
	Amend 7- Allocated funds to purchase Student Agendas	1	\$2,289.81	General Supplies			Amendment	\$2,289.	
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers to conduct parent-teacher conferences after contract hours, to build school-home partnership for student achievement - 1 night in the Fall of 2024 and 2nd night on Spring 2025	20	\$25.00	1	1	3	Certified	Original	\$1,500.00
	Certified Teachers will support parent trainings per PFEP to increase parent engagement and student achievement	20	\$25.00	1	1	3	Certified	Original	\$1,500.00

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

Northboro Elementary strives to create a cooperative learning community which empowers parents to take an active role in their child's education.

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
Chanda Kinlaw	Principal
Mary Beth Decker	Assistant Principal
Saneca Hart	Recourse Teacher
Tiffany Whitaker	Math Coach
Judith Barrios	Parent
Kimberly Velasquez Gabriel	Parent
Anna Lopez	Parent
Juan Lopez	Parent
Elvia Sanchez	Parent
Sonia Chaj	Parent
Martia Geranimo	Parent
Arela Perez	Parent
Endi Garcia	Parent
Justin Cruz	Parent
Claudia DeLeon Lopez	CLF
Gilda Vasquez	Parent
Keyana Smith	3-5 Reading Coach

Name	Title
Wendy Ortiz	Parent
Maria Velasquez	Parent

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

Stakeholders from the staff were selected by their position/responsibilities at the school. All Parents invited and were recruited on a voluntary bases due to their consistent participation school wide events. Northboro Elementary is 100% choice school. As such, our School Advisory Council (SAC) voting members must reflect the diversity of the District. Northboro encourages parents to actively participate in the SAC, PTO, and all school activities.

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

All stakeholders were invited to attend meetings to develop the CNA/SWP/PFEP. The CNA Leadership meeting took place Jan. 19th, the Staff CNA meeting took place February 12, 2024; and the Stakeholder meeting with parents and community took place Feb. 15th to develop the FY25 SWP/PFEP. Input from all Stakeholders was solicited in the development of the FY25 CNA/SWP/PFEP and it was recorded in the Recorded Templates. Continued input from all stakeholders will be solicited throughout parent engagement events and SAC Meetings. All stakeholders can be involved by taking part in the various committees, groups and meetings held monthly- PTO, SAC and Title One Workshops. All the school events are shared with parents through flyer, email and call-out.

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

During the CNA process, stakeholder input indicated that our Title One dollars should be used for staff to support parent teacher conferences, and refreshments for parent training. The outcome will be an increase in parent engagement and increase in student achievement.

Name	Title
Chanda Kinlaw	Principal
Maria Pereira	SAC Member- non-instructional
Mary Beth Decker	Assistant Principal
Tiffany Whitaker	Math Resource Teacher
Saneca Hart	Resource Teacher
Keyana Smith	Resource Teacher

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?

Northboro Elementary will hold a virtual Annual Title One Parent Meeting in 10/2024 @ 8:30AM & 4:30PM. Parents will receive a call out, virtual flyer with the meeting link, as well as advertisement on the school web page. A specific date will be determined next school year.

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

Stakeholders will be notified of the Annual Meeting via invitation through ParentLink, flyer, and email, as well as advertisement on the school web page.

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

We will use the PowerPoint provided by Title I Office, adding school specific information, sign-in sheets, evaluation forms, agenda, FY25 PFEP, and FY24 Compact.

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

Effective Parent Conferencing

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

Teachers will role play effective parent conferencing strategies to increase parent engagement (positive, build partnership, understanding current academic levels, share resources, etc.) in the conference and working with their student home. They will review the Northboro Parent Conference Form to ensure the Title One Compact as well as the Parent and Family Engagement Plan are reviewed at each conference.

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

Teachers will be able to utilize effective engagement strategies to have the parent actively engage in the conference and their child's education, share information and resources for parents to support learning at home.

- What will teachers submit as evidence of implementation?

Completed and signed Northboro Parent Conference Forms will be submitted as evidence. Conference form must state partnership, sharing of student academic success, and resources for parents to support student learning.

- Month of Training

September 2024

- Responsible Person(s)

Mary Beth Decker

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBA

- Number of Participants

TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Cultural Awareness

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

Staff will learn what barriers and obstacles families have in supporting students. Staff will learn strategies to overcome the barriers and effectively work with parents to support their child's learning. Staff will also share resources for support at home.

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

The expected impact of the training will be stronger communication with parents regarding their child's progress on grade level work.

- What will teachers submit as evidence of implementation?

Parent conference notes, assessment reports with parent signatures, students agenda entries with parent notes/signatures.

- Month of Training

October 2024

- Responsible Person(s)

Miguel Morales, Marjorie Aristide, Lourdes Simon-Bower

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBA

- Number of Participants

TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Parent Workshop

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

To support the learning at home, parents will engage in several activities to assist their child with phonics, phonemic awareness, fluency and/or vocabulary.

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

Parents will make activities from items found at home to support vocabulary, phonics, phonemic awareness, and fluency. They will practice using the activities during the training to support learning at home.

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

Parents will be able to support their students through increased understanding of the components of reading and interactive activities.

- Date of Training

September 26, 2024

- Responsible Person(s)

Saneca Hart, Keyanna Smith, Mary Beth Decker

- Resources and Materials

chart paper, markers, shaving cream, various materials that can be found in the home, handouts

- Amount (e.g. \$10.00)

\$250

3. Parent and Family Capacity Building Training #2

- Name of Training

Supporting Math Foundational Skills at Home

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

To support the learning at home, parents will engage in several activities to assist their child with math operations, measurement, and number concept.

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

They will practice using the activities during the training to support learning at home.

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

Parents will be able to support their students through increased understanding of the foundational skills needed in math problems and in everyday life.

- Date of Training

October 10, 2024

- Responsible Person(s)

Tiffany Greene-Whitaker, Saneca Hart, Mary Beth Decker

- Resources and Materials

Google slides, internet, computer, items found at home, chart paper, markers, card stock, loose counting items

- Amount (e.g. \$10.00)

\$250.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Everyday Science

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

To support the learning at home, parents will engage in several activities to assist their child with understanding the nature of science.

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

Parents will make activities from items found at home to support working with their child on the nature of science. They will practice using the activities during the training to support learning at home.

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

As a result of the workshop, parents will have an understanding of the nature of science and be able to support their child as he/she works with the scientific method.

- **Date of Training**

October 24, 2024

- **Responsible Person(s)**

Saneca Hart, Mary Beth Decker

- **Resources and Materials**

Google slides, internet, computer, items found at home, chart paper, markers, card stock.

- Amount (e.g. \$10.00)

\$250.00

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

Department of Multicultural Education

- Describe how agency/organization supports families.

The department send team members to support families completing the Choice Programs application. They will assist parents in creating an email account, create a Choice Programs account to receive a student number and answer questions about the lottery process.

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

Confirmation emails from the department regarding sending staff, pictures from the event, flyers, services they provide to support families.

- Frequency

November 2024

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

- Name of Agency

Food Bank of Palm Beach County

- Describe how agency/organization supports families.

The food bank donates food items to families in need. Families are identified through a needs assessment sent home at the beginning of the school year.

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

Business Partnership Pictures of parents/students receiving items. Thank you letters/emails

- Frequency

Bi-monthly

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

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

Agency supports the families with school uniforms.

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

Pictures of the uniform closet and delivery of uniforms, thank you letter/emails

- Frequency

As needed throughout the school year.

Communication

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

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

- Description

Title I information and services (Annual meeting, tutorial programs, parent training, parent conferences, etc.) will be shared via multi-lingual flyers and sent home in the backpacks (flyers; Newsletters); displayed on the marquee; ParentLink call-outs.

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

Agenda, minutes, reflection, invitation, handouts, sign-in sheets & photos, Newsletters, parent link call-outs.

- **Description**

Northboro will host a curriculum night where information surrounding the learning expectations and achievement standards will be shared. Teachers will share samples of work product with parents (i.e. subject area notebook, oral record progression, review standards based classwork showing progression of the standards).

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

Flyer, Agenda, Screenshots of the Northboro SIS Gateway page ParentLink screenshot & Sign in sheet.

- **Description**

This will be communicated to families via Open house; Curriculum Night; Student agendas/parent signatures on assessments; report cards; progress reports; Diagnostic Reports; PMP, iReady proficiency reports; and individual parent conferences.

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

Sign-in sheets, call-out log, event reflection, grade level expectations, students progress, assessment data, & proficiency levels, report cards; progress reports; Diagnostic Reports; PMP, iReady proficiency reports; and individual parent conferences.

- **Description**

Families will be invited to attend SAC meetings; parent conferences, ELL Plans, 504, and IEP meetings to be part of the decision making process as it relates to their child's education. All will be given opportunities to provide feedback through Title I survey and evaluations.

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

Sign-in sheets, invitation, parent-teacher conference logs, report cards, 504, IEP or LEP meeting notes, & call-out log.

- Description

Parent meetings, workshops and training are offered at a morning and evening time. For the evening workshops, we make the strategies and activities interactive so both the child and parent participate. During SAC and PTO meetings, we offer childcare because the meeting take place in the evening.

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

Meeting notices with different times, agenda, minutes, reflection, sign-in sheet, and evaluations, & reflections, invitations with links to virtual meetings, as well as parent conferences and IEP/LEP meetings.

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**

Northboro has a growing Hispanic population (53%). We strive to have all of our communication in Spanish as well as English. School has staff that speaks parent's native language and are available for parent meetings and conferences to ensure proper communication. Letters and communication going home are translated. Furthermore, we've reached out to a local high school Spanish club to support our school-wide events to ensure we have enough translators.

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

Newsletters, Flyers, ParentLink call outs , workshop flyers, agendas, sign-in sheets, translated copies of the Compact and PFEP summary.

- **Description**

We are an ADA approved facility that allows easy access for disabled individuals to navigate the school. Parents are surveyed on their needs and depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families. In the event that a family is in need of additional support, Northboro will contact the appropriate department.

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

Meeting invitation, meeting agenda, IEP meeting minutes, photos of ADA compliant building, emails

- **Description**

Parents of migrant students are invited to all meetings. CLFs and teachers invite them to all the meeting/trainings and interpreters are available for the meetings. Migrant parents are surveyed on their needs when their child enters our school, so that the school staff (ELL Coordinator, CLFs, and Migrant Liaison, etc.) provide the resources and information needed. Northboro will continue to work with the Multicultural Department as needed. We will reach out to the Mayan Cultural Center for additional support.

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

Information provided to the school from the Migrant Specialist in all languages (brochures). Flyers, resources distributed (photos/logs), & sample surveys

- **Description**

Parents are surveyed on their needs so that the school provide support, information, and resources needed. School staff will also assist families experiencing homelessness by making connections with District staff (MVP - McKinney Vento Program) for additional and appropriate resources as needed.

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

Information and resources provided to the school from the Homeless Support Specialist in all languages (flyers), resources distributed (photos/logs), & sample surveys.

Other Activities

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

1. **Activity #1**

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Relationship building is a clear priority on the campus of Northboro. The Skills for Learning and Life (SLL) needs of all students are met through implementation of the Student Development Plan. The yearly plan outlines research based interventions that will be utilized in a comprehensive school-wide counseling program based on the American School Counselors Association (ASCA) model. Students' needs are assessed by conferring with students, a teacher survey and/or communication with parents. If necessary, students are referred to the School Based Team. The School Based Team meets on a weekly basis to review academic data, and/or behavioral and Skills for Learning and Life (SLL) observations, in order to develop, implement and monitor targeted interventions. Delivery of services is rendered based on student needs through classroom guidance lessons, including conflict resolution and problem solving, anti-bullying, and character education. Individual counseling, and focused group counseling, i.e., test anxiety, divorce/family issues, grief/loss are also offered. Through family consultations, parents are informed and included in the problem solving process. Referrals to comprehensive child mental health community agencies with Cooperative Agreements are provided on an as needed basis. To ensure continuity of services in the current instructional model of brick & mortar and virtual, guidance lessons are provided weekly for the students. Students demonstrate understanding of the lesson through a variety of methods- create a Flipgrid video, discussion, or an assignment. The school researched and implemented the growth mindset school-wide, and this mindset is evident in the expectations and practices set forth by teachers, students and administrators. Additionally, these practices are incorporated into Northboro's School-wide Positive Behavior Support (SwPBS) structure. The behavioral expectations are part of the daily norms and are signified by the acronym STOMP- Safety, Think, go green, Motivated, Positive. Students demonstrate the STOMP throughout the campus. Each month a character trait is introduced and a student consistently exhibiting the trait is recognized on the morning news, is presented a certificate and their picture is placed on our wall of fame. Character Trait of the Month continues to be celebrated in the simultaneous teaching format. Universal Guidelines and behavior matrix are taught in the beginning of the year and reinforced with classroom lessons throughout the school year. Classroom lessons are provided by school counselors and teachers. The district provides (Conversation, Help, Activity, Movement, Participation and Success) CHAMPS classroom behavior management training on an on-going basis. CHAMPS materials are available to all staff for ongoing training, and information can be accessed through the district's Safe School's portal. Classroom rules, appropriate voice levels, expectations, and consequences are posted in every classroom and referenced in addressing student behavior. The Montessori philosophy and peace education is integrated into instruction through classroom lessons and role play. The students utilize the SwPBS behavioral expectations to self regulate their movements/actions, peace education to resolve conflicts, promote a positive climate and bullying prevention. To document implementation of these strategies and programs, our school will document implementation through parent conference notes.

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

At Northboro, we utilize data systems to identify students who have attendance, behavioral or academic concerns. Furthermore, we create data decision rules for the number of absences or OSS before generating a School Base Team (SBT) referral. We ensure that teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. We utilize Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). Effective multi-disciplinary teams comprised of administration, guidance counselors, academic coaches, support staff and classroom teachers, are in place to problem solve and create action plans to improve academic performance. Tier 1: Every student receives high-quality, standards-based instruction from a certified teacher at each grade level. Students participate in formative and local assessments to determine any academic support that may be needed. Students that are identified "at risk" receive additional probes to determine the source of their struggle. Students receive instruction in social and emotional learning skills as well, and students who are experiencing behavioral challenges are given additional support by their teacher. Students with additional academic needs are identified in this process and receive intervention by their teacher or another teacher in classrooms for thirty minutes each day in addition to core instruction (Tier 1). After a minimum of 6 data points are collected over a minimum of 6 weeks, if the student continues to demonstrate a need for additional support, they may be referred to the SBT for further review and problem solving. At this time, based on the data, it may be determined that a student is in need of additional support. If that determination is made, students will receive "supplemental" (Tier 2) support for 30 minutes a day with a targeted intervention, in addition to core instruction. Tier 2: Tier 2 support is considered "supplemental support" and is progress monitored at least every 2 weeks, using either an embedded progress monitoring tool from a research-based intervention or a curriculum based measure. This intervention occurs for a minimum of 8-10 weeks prior to review. At this time, a decision is made to continue, modify, intensify or fade the level of support based on student response to the intervention. Depending on data, it may be determined that additional weeks of intervention are necessary prior to making any further decisions. It may also be decided that support needs to be increased to an "intensive level" (Tier 3). Tier 3: At this level of "intensive" support, students receive interventions that target skill deficits. This may include any 2 of 3 modifications to the intervention: additional time, smaller group size and more narrow focus for intervention. The increase in intensity may also involve the level of training of the professionals providing instruction or intervention. This level of support must occur for a minimum of 8 weeks and must be progress monitored weekly with a curriculum-based measure. Upon review, it will be determined if students are making adequate progress. If so, intensive intervention may continue or be faded back to a supplemental level (T2). Student response will be reviewed again as determined by the team. Students who do not achieve the desired level of progress in response to these targeted interventions may then be referred for a comprehensive evaluation and considered for eligibility for special education services. To document implementation of these strategies and programs, our school will document implementation through parent conference notes. Students who are in need of additional support with behavior are submitted to SBT for interventions for Tier 2 and/or Tier 3 (mental health counseling, mentors, behavior contracts, etc.) and progress monitoring is used to determine student success and additional interventions for support as needed.

Provision of a Well-Rounded Education

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

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

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

1. Well-Rounded Education

Northboro Elementary stakeholders meet and review data throughout the school year through School Advisory Council (SAC), Professional Learning Community (PLC) and School Based Team (SBT) meetings. Based on the data outcomes, goals are set and next steps are developed to ensure all needs of all students are met. PLC meetings are the vehicle used to develop staff. During PLC, instructional staff dissect standards and plan for instruction, at the depth and rigor required, as well as plan instruction for remediation and/or acceleration of our students. After analyzing data, decisions are made in how to address the deficits and strengths. Students that are in need of extended learning opportunities are invited to attend tutorial sessions, before/after school. The school offers various enrichment opportunities throughout the school year. To encourage reading and physical activity, a Read and Run club is sponsored by the Physical Education teacher. Students are involved in the Science, Engineering, Communication, Mathematics, and Enrichment (SECME) club and competitions to provide experiences aligned with those careers. Band and chorus enables students who are musically talented to enhance their skills. The media specialist provides a technology enhanced program, whereby students in are involved in making iMovies on iPads, the use of internet research, the sharing of information through Google Slide presentations, slide show documentaries and voice overs. She further engages students in readers theater and other verbal presentations. A recycle club has been established to involve students in recycling. These students also assist with school gardens. Northboro has begun afterschool craft club, art club, and instrumental club. The club sizes are limited and open to students 1st grade -5th grades. One of our areas of focus this school year is to enhance our positive culture and environment. We have received recognition from the state for the past 3 years as being a Model School as it relates to PBIS. However, we wanted to enhance our PBIS by implementing the House System. This system was created by the Ron Clark Academy (RCA), and it has a proven track record of creating a positive school climate and culture that is embraced by students, staff, and families. We want our students to look forward to coming to school each day, and schools around the world that have implemented the program have reported many positive outcomes, such as a decrease in discipline referrals, more positive relationships among peers and staff, better school attendance, and improvements in academic performance. This is because the system encourages students to take ownership of their learning and behavior while working together to achieve common goals. A key element of the House System is the way that it increases students' motivation to succeed in school by fostering a sense of belonging among all students, staff, and parents often report feeling more connected to the school community as well. To achieve this, each student will be a part of one of 4 houses and will have the opportunity to participate in house-specific events and activities throughout the year. Parents will have some opportunities to participate as well. By being a part of a house, every child has a smaller group within the larger school community. Additionally, students will have the opportunity to take on leadership roles within their houses, such as serving as heads of house, heads of committees, or organizers of house events. Each year, academically talented students are invited to enroll in the Duke TIP 4th-6th Grade Talent Search. This program is offered to meet learning needs of students performing above grade level. To document implementation of these strategies and programs, our school will document implementation through PLC agendas and notes.

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

College and career readiness is addressed by school counselors during classroom instruction, school-wide career fair and a college campus visit. During the school-wide career fair, community professionals present information regarding their career including salary expectations, education requirements, job descriptions/responsibilities. Certified school counselors develop a Student Development Plan which outlines yearly goals and how they support identified academic, social emotional and career needs. The school has established a partnership with the local police department, whereby officers stop in during students' lunch times to build rapport with students. They have engaged in competitive sports with students and where present to pass out gifts during the holiday season. Their goal is for students to develop a positive and supportive image of police officers, whereby they can see them as community helpers. In the spring, our students participated in a virtual career fair. Presenters submitted Flipgrid videos of their profession and classes view the videos. While this format isn't ideal it was successful. An accelerated math program is offered to students in grades 3-5 who meet criteria for Accelerated Math Pathway (AMP). AMP is a staple in our curriculum opportunities. To document implementation of these strategies and programs, our school will document implementation through parent conference notes as well as program lesson plans and agendas.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

- 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
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

Northboro is a public Montessori Magnet School that accepts students beginning at the age of 3. Our Magnet program enables Northboro to provide quality early learning opportunities in multi-age classrooms. Students in this setting are afforded an opportunity to develop Skills for Learning and Life (SLL) and academic that prepare them for success as they advance to kindergarten. Representatives from the school attend various community events and the annual recruitment fair to share the unique strengths, opportunities and goals of our program. Applications for lottery enrollment are made available for parents on-line as well as on-site in November 2024 through the end of January 2025. Pre-K teachers meet weekly to collaborate and discuss grade level Florida BEST Standards and readiness of transitioning students (when applicable). School tours are conducted to provide parents with an opportunity to view the programs offered by the site. Northboro hosts a New Family Orientation where parents are provided informational materials targeting readiness skills and kindergarten curriculum. In addition parents are afforded the opportunity to see the prepared environment of a Montessori classroom. In the spring of 2025, a decision will be made on the format for the event. A staggered start schedule is implemented during the first week of school to assist in the home to school transition process. To document implementation of these strategies and programs, our school will document implementation through New Family Orientation invitation, sign in sheets, agendas, and handouts.

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
- Mentoring
- PAR Teacher

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

1. Professional Development

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. Our academic coaches and district specialists , in conjunction with teachers, facilitate these meetings on a seven-day rotation for teachers in grades PK-5. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through PLC collaboration. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team of effective and experienced teachers providing side by side coaching in lesson presentation and/or on various school procedures, staff development opportunities, observations, conferences, and written and oral feedback. New educators will participate in monthly meetings facilitated by administration and campus level specialist. Furthermore, professional development will be provided in the area of the Montessori philosophy and methodology. Mentors will be assigned to each new educator. They will provide support through peer modeling/coaching, conferring, feedback, data analysis, and classroom observations. Our school creates ongoing opportunities for teachers to develop a deeper understanding of the Florida BEST Standards and to plan and discuss the integration of all subjects across all curricular areas. Lesson plans are developed and aligned according to the Florida BEST Standards, including foundational knowledge. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. By implementing the third Pillar, students collaborate in a student-centered, personalized environment. • Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. • Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential To document implementation of these strategies and programs, our school will document implementation through PLC sign in sheets, agendas and notes.

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

The Department of Recruitment and Retention provides assistance and advice on hiring and placement procedures. The school participates in annual job fairs that are sponsored by the district to support the recruitment of certified teachers. New teachers are paired with highly effective teachers who serve as mentors. The New Teacher Network creates ongoing discussions about student discipline, surviving the first year, communicating with parents, and processes for completing required paperwork, i.e., mid-year progress reports and report cards. Meaningful PD are provided to all staff. These practices are still in place but they are held virtually. Mentor/mentees will meet in a classroom to work on specific areas. Several teachers are Clinical Education trained so that the placement of student interns can occur. College/university referrals also support the recruitment of new teachers. Providing leadership opportunities and opportunities to increase their pay through tutoring and club sponsorships supports retention. Also, teachers and academic tutors are eligible for opportunities for part time pay hours for the purpose of before, after, Saturday and Spring Break tutorial; as well as collaborative planning and training outside of contract hours. . To document implementation of these strategies and programs, our school will document implementation through ESP agendas, sign on sheets and beginning teachers completion of the ESP program.