
Title I Comprehensive Schoolwide Plan
NORTHMORE ELEMENTARY SCHOOL (0271)

ELA

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

1. List prioritized needs statements.

Students require knowledge of the foundational skills of literacy (i.e. phonics, vocabulary and fluency) in order for them to be successful with the higher order literacy skills (i.e. comprehension, summarization, central idea, etc). In FY24, 30% of grades 3-5 students are on level 3 or above on their Progress Monitoring #2 assessment. 30% of our 3rd grade students scored a level 3 or higher on the Progress Monitoring #2 assessment.

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

(1) Students are in need of consistent language support and instruction due to their lack of exposure to the English language, as 56% of our students are English Language Learners. (2) Teachers and staff members require additional training in how to remediate students in the foundational skills of reading. (3) Students do not receive support in literacy while at home which means there is a need for more parent engagement.

3. Share possible solutions that address the root causes.

(1) Have targeted core, supplemental and intensive interventions (extended time) and resources (print and online) for students based on their foundational literacy needs. (2) Provide Professional Development for teachers on the strategies that can be used to reinforce foundational literacy skills. (3) Provide additional parent trainings with a more targeted focus on strategies that can be used at home to teach the foundational literacy skills.

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

• Communication

The school will strengthen the PFEP to support ELA through communicating in various methods such as ParentLink, Emails, Social Media, Phone Calls, Flyers and Class Dojo. These methods aim 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**

Providing parent trainings during SAC Meetings and Curriculum Nights on different strategies that parents can use to support foundational literacy skills at home.

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

- **School**

The school will ensure that the targeted element for this school year is known and is a focus for the school year. In addition to this, the school will continue to embed foundational literacy skills in all grade levels' instructional blocks through the Benchmark Advance System, targeted in-class small group instruction, targeted interventions and targeted tutorials.

- **Students**

Students will be observed utilizing the strategies taught to them in the classroom. This will be observed by examining student work samples and assessments.

- **Parents**

Parents will be asked to have their students practice daily on reading text and assisting their students with foundational skills based on their individual students' needs. This will be communicated to parent by the classroom teachers.

- **Staff Training**

Provide staff with explicit phonics professional development during Professional Learning Communities, Professional Development Days and Common Planning and share strategies with families. These sessions will be led by school leadership, district support staff and state support staff.

- Accessibility

Students will be shown how to share digital media information with parents. The school will also share with parents the various ways in which we communicate through trainings. The school will hold open office hours to support parents in need. Sharing will be with all families- Limited English Proficiency, Disabilities, Migrants, and Homelessness.

Math

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

1. List prioritized needs statements.

The prioritized needs statement for math is that students lack the foundational math skills in order to be successful in understanding higher math concepts. Per FY24 data, 19% of our students in grades 3-5 are level 3 and above on their PM2. 31% of students in grades 3-5 have made learning gains, while 37% of the L25 students have made learning gains from SY23 PM3 to SY24 PM 2.

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

(1) The math scope and sequence adopted by the district is extremely fast paced and does not provide adequate time to remediating students based on their observed foundational needs. (2) Parents lack the understanding of how to teach foundational math skills to their students while at home. (3) There are new math standards that require math skills to be taught in different manner that the teachers have not had to do in the past.

3. Share possible solutions that address the root causes.

(1) Departmentalize teachers in grades 2-5 so that one teacher focuses on teaching mathematics. This will allow for targeted planning for the teachers as well as PD support. (2) Bellringers will be provided to students throughout the year that focus on the math skills that are identified as weaknesses. Remediate weakness through the use of supplemental resources (print and online) as well as extended time. (3) Provide parents with training on how to practice foundational math skills while at home.

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

- **Communication**

The school will strengthen the PFEP to support math through communicating in various methods such as ParentLink, Emails, Social Media, Phone Calls, Flyers and Class Dojo. These methods aim 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 parent trainings during parent conferences, Open House, STEM Night and Report Card Night.

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

- **School**

The school will ensure that the targeted element for this school year is known and is a focus for the school year. In addition to this, the school will continue to embed the teaching and reinforcement of math foundational skills in all grade levels. During center rotations, students will also have targeted digital lessons to complete while using the new district approved math adaptive technology program.

- **Students**

Students will be observed utilizing the strategies taught to them in the classroom. This will be observed by examining student work samples and assessments.

- **Parents**

Parents will be asked to have their students practice their math foundational skills daily through repetition using different resources such as flash cards.

- **Staff Training**

Provide staff with explicit math foundational skill Professional Development during Professional Learning Communities, Professional Development Days and Common Planning and strategies will be shared with families. These sessions will be led by school leadership, district support staff and state support staff.

- **Accessibility**

Students will be shown how to share digital media information with parents. The school will also share with parents the various ways in which we communicate through trainings. The school will hold open office hours to support all parents in need- Limited English Proficiency, Disabilities, Migrants, and Homelessness.

Science

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

1. **List prioritized needs statements.**

The priority needs statement for science is that only 34% of our students were proficient on the FY24 winter diagnostic assessment for this school year, while 46% of the students were proficient on their Statewide Science Assessment last school year.

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

(1) Lack of instructional time for science across all grade levels. (2) Students lack the background knowledge to truly understand science concepts. (3) Lack of Professional Development for teachers in science to ensure that they can accurately teach the critical content.

3. **Share possible solutions that address the root causes.**

(1) Infuse science curriculum in other subject areas such as ELA so that students are exposed to the different concepts in multiple ways. (2) Dedicate time in every grade levels' instructional block to teaching science based on their grade level standards. Opportunity to attend extended learning time to master/enrich concepts learned. (3) Provide Professional Development to teachers in ways to teach science during Professional Learning Communities and Common Planning Sessions.

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

- **Communication**

The school will strengthen the PFEP to support math through communicating in various methods such as ParentLink, Emails, Social Media, Phone Calls, Flyers and Class Dojo. These methods aim 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 parent trainings during parent conferences, Open House, STEM Night and Report Card Night.

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

- **School**

The school will ensure that the targeted element for this school year is known and is a focus for the school year. In addition to this, the school will continue to embed the teaching and reinforcement of the science standards in all grade levels. The Reef Institute will work directly with 5th Grade science students so that they can make connections between science concepts and the real world.

- **Students**

Students will be observed utilizing the strategies taught to them in the classroom. This will be observed by examining student work samples and assessments.

- **Parents**

Parents will be asked to have their students practice their understanding of science concepts through using materials provided to them by the teachers.

- Staff Training

Provide staff with explicit science Professional Development during Professional Learning Communities, Professional Development Days and Common Planning that focus on unpacking the standards and strategies will be shared with parents. These sessions will be led by school leadership, district support staff and state support staff.

- Accessibility

Students will be shown how to share digital media information with parents. The school will also share with parents the various ways in which we communicate through trainings. The school will hold open office hours to support all parents in need- Limited English Proficiency, Disabilities, Migrants, and Homelessness

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: \$74,031.00

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers will provide tutorial instruction in ELA, math and science grades 3-5 (Begins October 2024)	6	\$37.00	2	1.25	6	Certified	Original	\$3,330.00

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Out of System Tutor to tutor 5th grade Math through push-in instruction starting August 2024	1	\$15.00	5	6	30	Non-Certified	Original	\$13,500.00
	Out of System Tutors to tutor 3rd grade ELA through push-in instruction starting August 2024	3	\$15.00	5	6	31	Non-Certified	Original	\$41,850.00

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: \$4,784.25

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pens - pack	1	\$5.25	General Supplies	Original	\$5.25
	Ink - piece	15	\$85.00	Technology	Original	\$1,275.00
	Chart Paper - 4 per pack	6	\$127.00	General Supplies	Original	\$762.00
	Paper - case for parent communication/parent trainings	66	\$32.00	General Supplies	Original	\$2,112.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Color Paper - ream	63	\$10.00	General Supplies	Original	\$630.00

Action Step: Professional Development

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

Budget Total: \$224,520.00

Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinator will provide PD support and instructional coaching for 3rd - 5th Grade ELA teachers, the Academic Tutors and the interventionist to build their instructional capacity.
Single School Culture Coordinator	The Single School Coordinator will provide PD support and instructional coaching for Kindergarten - 2nd Grades ELA teachers and 3rd - 5th Grade Math teachers to build their capacity.

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

It is the Mission of Northmore Elementary to support the academic success of our students by fostering a welcoming and engaging environment for our parents. We believe it is our duty to support not just the student but the family as a whole. Parent training and engagement opportunities are contained in our Parent and Family Engagement Plan. It is through effective home-school partnership that our students can truly realize their full academic potential.

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
Cory A Friess	Principal
Cindy Pedraza	Assistant Principal
Jacob Watkins	Single School Culture Coordinator
Jalisa Granger	Single School Culture Coordinator
Charles Wilson	Bridges of Northwood Director
Shara Self	SAC Chair
Delaney Perry	SAC Vice Chair
Michelle Kilic	PTO President

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

All parents/guardians and community stakeholders are invited to attend all school meetings. The individuals who were selected will help to develop and implement the CNA, SWP, PFEP, and School-Parent Compact. The school principal will also select members based on job functions and availability. Approval, revision of Title I documents go through SAC.

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

All stakeholders will be involved in jointly developing the Schoolwide Plan through Stakeholder Meetings and attending SAC Meetings (second Monday of every month from 5:30 - 6:30 p.m.) and community input meetings for the development of these plans. All parents are welcome to attend and provide input to school programming. Details of meeting dates and times for CNA meetings were submitted to Title I for review and approval.

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

The stakeholders provided input through face-to-face meetings that took place during the entire school year. Input was recorded in the various meeting templates. The outcomes included the need for a Parent Liaison/CRP, SSCC, classroom supplies, technology, and parent academies (parent trainings) that support student learning and families. For FY25 funds are allocated only for parent engagement supplies.

Name	Title
Cindy Pedraza	Assistant Principal
Cory A. Friess	Principal
Iris Martinez	Administrative Assistant
Michelle Kilic	Choice Coordinator / Business Partner Coordinator

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?

The Title I Annual Parent Meeting will take place on Monday, September 9, 2024 from 5:30 p.m. - 6:30 p.m. in the school cafeteria.

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

Parents, teachers and the community will be notified of the Annual Meeting through posting of the meeting on the school website, announcement through the school Class Dojo page, call-outs and emails from ParentLink and flyers sent out to parents.

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

Title I Annual Meeting Flyer/Invitation, Title I Annual Meeting Agenda Title I Annual Meeting PowerPoint Title I SWP Title I PFEP Summary Title I Parent-School Compact Computer, paper, ink, pen Evaluation

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

Talk Read, Talk Write - The Next Level (Multi-Year Initiative)

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

Teachers and staff members will participate in various trainings on increasing student rigor through the use of the Talk Read, Talk Write instructional strategy. By doing this, students will develop critical thinking skills that will assist them in developing an enhanced understanding of the content being taught. Teachers will be trained how to apply this strategy in the classroom, as well as teach this strategy to parents so that they can utilize it while at home to engage their students in the content they are learning.

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

The expected impact of this training on family engagement is that parents/guardians will learn how to engage their students in completing academic work at home that incorporates a strategy that is utilized school-wide. This will be taught to parents during curriculum night, report card night, one SAC Meeting and individual parent conferences.

- What will teachers submit as evidence of implementation?

Lesson Plans Parent Conference Note Samples Sample Talk Read, Talk Write presentation

- Month of Training

Ongoing PD Throughout the Year - Will do 1 before September 2024

- Responsible Person(s)

Jalisa Granger, SSCC and Jacob Watkins, SSCC

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Talk Read, Talk Write - The Next Level (Multi-Year Initiative)

- Number of Participants

TBD

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

TBD

- 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

UF Lastinger Small Group Instruction Framework

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

Kindergarten - 2nd Grade teachers, resource teachers and staff members will participate in multiple trainings on the research-based small group instructional model developed by the University of Florida, which has been adopted by the district. This small group framework assists students in developing strong foundational skills that will help them perform at a higher level, with the goal of reaching proficiency. Teachers will apply this framework in the classroom, as well as teacher will share certain parts of the framework to parents so that they can utilize it while at home.

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

The expected impact of this training on family engagement is that parents/guardians will learn how to engage their students in completing academic work at home that incorporates a strategy that is utilized school-wide. This will be taught to parents during curriculum night, report card night, one SAC Meeting and individual parent conferences.

- What will teachers submit as evidence of implementation?

Lesson Plans SAC Meeting Agenda Samples of Items Sent Home to Parents Sample UF Lastinger Small Group Instruction Framework

- Month of Training

Ongoing Throughout the Year- Will do 1 before February 2025

- Responsible Person(s)

Jacob Watkins, SSCC

4. Reflection/Evaluation of Training #2

- Name and Brief Description

UF Lastinger Small Group Instruction Framework

- Number of Participants

TBD

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

TBD

- 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

Parent Academy - Report Card Night

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

Parents will participate in individualized training by their students' teachers based on their scores on the Report Card from the first trimester. Parents will be provided with a take-home activity that they can do with their students to help improve on their major area of identified weakness.

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

Parents will be shown how to use the take-home activity with their student during the trainings with the teachers.

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

The expected impact of this training is that student achievement will increase in the identified area of weakness.

- Date of Training

November 2024 (This will satisfy parent training #2)

- Responsible Person(s)

Cory A. Friess, Principal

- Resources and Materials

Sign-In Sheets Parent Conference Notes Take-Home Activity Samples

- Amount (e.g. \$10.00)

None

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Academy - STEM Night

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

Parents will rotate through various math and science stations where they will learn how to teach various grade level skills to their children.

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

Every station will have an interactive, hands-on component that will be taught to them. Parents will then be provided with the materials so that they can use these at home with their children.

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

The expected outcome is that student achievement will increase in mathematics and science.

- Date of Training

January 2025 (This satisfy parent training #3)

- Responsible Person(s)

Stacey Rowe, PD Contact

- Resources and Materials

Sign-In Sheets Samples of Take-Home Activities Photos

- Amount (e.g. \$10.00)

NA

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Parent Academy - Literacy Trainings

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

Through school-wide data analysis, targeted literacy skills for students in all grade levels will be selected to be presented at each SAC meeting, which will take place the second Monday of every month.

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

The Professional Development Team Member will train the parents on how to implement the strategy with their students while at home. Parents will have time to practice while staff members circulate around the cafeteria to support.

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

The expected impact of these trainings is to see an increase in student achievement.

- **Date of Training**

September 2024 - May 2025 (This will satisfy the October Title I Crate upload for parent training #1)

- **Responsible Person(s)**

Shara Self, SAC Chair and Math Coach

- **Resources and Materials**

Sign-In Sheets Samples of Activities

- Amount (e.g. \$10.00)

NA

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

Multicultural/Migrant Department (School District of Palm Beach County)

- Describe how agency/organization supports families.

The Multicultural Department provides a variety of supports to our school by providing professional development to teachers and families in best instructional practices for ELL students, providing translation services at key school events, assigning an Instructional Specialist who works with our students who are new to the country, providing funds in order to host tutorial for our migrant students in order to close the achievement gap and provide trainings to families based on their needs.

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

Email Correspondence Instructional Specialist Support Schedule Migrant Tutorial Sign-In Sheets and Lesson Plans Sample resources

- Frequency

Monthly

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

- Name of Agency

Bridges of Northwood

- Describe how agency/organization supports families.

Bridges of Northwood supports our families through hosting a variety of parent trainings, providing school supplies and personal supplies for students, providing incentives for students and participating in special events.

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

Bridges of Northwood Events Calendar SAC Meeting Agendas Sample email communication

- Frequency

As Needed

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

- Name of Agency

PEW Foundation

- Describe how agency/organization supports families.

The PEW Foundation supports our families through providing funds for our Summer Rise Book Program. This program is used to provide students with books to help combat the summer slide. In addition to this, the PEW Foundation has provided funding for our Performing Arts Curriculum, which includes the hiring of a dance teacher. By doing this, our students participate in Performing Arts classes and compete for awards throughout Florida. The PEW Foundation also funded supplies for Project Based Learning for Kindergarten - 2nd Grade students, who then present during a showcase three times a year.

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

Photos Agendas Sample communication

- Frequency

As Needed.

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**

This will take place through in school activities starting with sending home flyers in English and Spanish, ParentLink Messages in English and Spanish, Class Dojo Messages, Parent Newsletters, Parent Phone Calls and Parent Conferences. The ESOL Facilitator and other staff members translate correspondence that is sent home to parents. These forms of communication will also take place during the CNA and PFEP input meetings with parents, as well as through SAC once a month.

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

Copies of Flyers and Newsletters Samples of ParentLink Messages Samples of ClassDojo Messages Student Comments Log Examples

- **Description**

This will take place through our monthly SAC meetings, Title I Annual Meeting, Report Card Night, Parent Newspaper, Parent-Teacher Conferences, Class Dojo Messages, and through our business partner Bridges of Northwood.

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

Copies of Flyers and Newsletters Samples of ParentLink Messages Samples of ClassDojo Messages Student Comments Log Examples

- **Description**

This will take place through parent-teacher conferences, school-wide assessment calendar, call-outs and parent nights.

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

Parent-Teacher Conference Samples Student Data Reports from PM/Unify Assessment Calendar

- **Description**

This will take place through parent meetings, parent newsletter, parent-teacher conferences, monthly SAC meetings, and various district surveys.

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

Copies of flyers, newsletters, and agendas sent to parents and SAC minutes

- Description

We will try providing childcare for nightly meetings. Food is provided for the children. We also provide at least one training during the day for parents who cannot attend during the evening; multiple opportunity to attend meetings/trainings.

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

Newsletters and meeting flyers showing different times meetings offered.

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**

Northmore provides direct translation of all items in both English and Spanish. These translations take place during parent meetings and/or parent conferences. In addition to this, all documents sent home are translated into the home language of our families, such as our School and Parent Compact, Event Flyers, Class Dojo Messages and School Newspaper. In accordance with this, ParentLink translates voice calls and written correspondence.

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

Flyers School-Parent Compact Agendas Class Dojo Messages

- **Description**

Northmore has ramps throughout the school that are meant to help students with physical limitations, such as wheelchairs, in order to help them access multiple areas of the school. In addition to this, Northmore has handicapped parking spaces in the front parking lot and back parking lot of the campus. If additional exceptionalities are discovered, our ESE Coordinator contacts individuals from the correct department in order to provide them with approved supports.

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

Photo of Ramps Photo of Handicapped Spots

- **Description**

We provide advanced notice of all events and the opportunity for migrant parents to come in at their convenience to receive important documents and materials. We provide our students with individualized tutorial created specifically for students of migrant families. Our ESOL Facilitators speak with our families engaged in migratory work thoroughly in order to explain important information and answer and questions they may ask.

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

Email from migrant office; Migrant Tutorial Information and Data and Event Flyers and Agendas

- **Description**

Our School Counselors, Data Processor and Choice Coordinator work together to ensure that our families are always supported. When families are identified as McKinney Vento, our Data Processor provides them with information and then places them in contact with the School Counselors. The School Counselors provide the students of these families with clothing, school supplies and other support services as needed.

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

Email from McKinney Vento office; McKinney Vento Logs, Photos of Clothing and Supplies

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

Northmore Elementary remains committed to the social and emotional support of our students. Northmore has been fortunate enough to have a Certified School Counselor, ESOL Certified School Counselor, Behavioral Health Professional and Co-Located Mental Health Therapist on our campus to support the social-emotional needs of all of our students. The Master Schedule was created in a manner that is conducive to the Mental Health Team pulling students for small group and individual counseling sessions based on student needs. We endeavor to integrate Skills for Learning and Life (SLL) and use this to help students with their coping skills. As a School-wide Positive Behavior Support (SwPBS) school, we have implemented several positive reward systems to help foster a sense of excitement and belonging for our students. In every class, students can earn Class Dojo points for following our school-wide expectations. Students have the ability to go to our Class Dojo store twice a month to redeem their points for special rewards and prizes. Health and Wellness: Health and Wellness are promoted on a daily basis while on campus. As the students participate in P.E. classes, they learn the importance of staying physically fit. In addition to this, the students participate in health competitions such as Jump Rope for Heart and the Kids Mile Fun Run hosted by the South Florida Fair. Northmore is also part of the Fresh Fruit and Vegetable program where students receive a new fruit or vegetable daily, which exposes them to different healthy foods. Mentoring: Students who have been identified as needing additional support based on a variety of factors are provided a mentor staff member who they will Check-In and Check-Out with on a daily basis. Students visit their mentor staff member on a daily basis in order to receive encouragement and reminders as to their behavioral expectations and debrief about what took place that day. This process has built student confidence, self-esteem and has improved their relationships with staff and other students. We also engage in a collaborative effort between Bridges of Northwood, a program that is part of the Children's Services Council of Palm Beach County, Inc. Bridges of Northwood focuses on many different tasks to help families and children be successful such as (1) providing parenting classes, (2) providing activities to help ensure students are kindergarten ready, (3) providing afterschool and summer enrichment, (4) helping parents and/or students who are victims of abuse and neglect and (5) much more. Bridges of Northwood is instrumental in ensuring student health and wellbeing. This, in turn, creates a more supportive school environment that meets the needs of our diverse student population. Other Special Programs and Clubs: We offer many in-school and after school clubs that support the social-emotional needs of our students. These include Project Based Learning, Band, Theatre, Contemporary and Hip-Hop Dance, SECME, Safety Patrols, Garden Club, Yearbook Club and much more. This year we are officially a Choice School of the Arts (All Grades) and a Dual Language School (Primary Grades)

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

Due to the observed challenges with School Based Team in the past, there is one resource teacher who has a half-time position as the School Based Team Leader and 504 Designee. By having a veteran, dedicated School Based Team Leader, we will ensure that both our teachers and students receive the training and instruction in interventions based on individualized needs. In order to determine if a student needs SBT services, the homeroom or resource teacher will examine student data from a variety of sources, utilize information from various sources of observational data and examine other risk factors such as poor attendance, social-emotional needs, student behavioral concerns and/or poor learning habits. In addition to this, the homeroom or resource teacher will start collecting data on the student prior to initiating a School Based Team Referral. However, if the student is not showing a positive response to the teacher implemented intervention, the teacher will complete a School Based Team Referral Packet that will be submitted to the School Based Team Leader. The School Based Team Referral Packet contains the following pieces of information: at least one documented parent conference, two observations of the student, SBT Checklist, SBT Referral Form, Progress Monitoring Log initially used by the teacher for Academic/Behavior Interventions and any other supporting data/assessments. The School Based Team, which consists of the School Based Team Leader, Principal or Assistant Principal, ESE Coordinator, ESOL Coordinator, School Psychologist, Classroom Teacher and Resource Teacher will meet at scheduled times throughout the week either during Fine Arts or After School. At the initial SBT Meeting, the team looks at data and other sources of information in order to get a clearer picture of the student and determine what interventions may best meet his/her need. During this meeting, if it is found that the student is not making adequate progress based on the instruction being provided by the teacher, the School Based Team may recommend that the student is formalized into Supplemental Interventions. The School Based Team Leader will then look at all of the student groupings within the grade level and determine which teacher the student will work with to receive services. Prior to the implementation of Supplemental Interventions, the School Based Team will decide which research-based intervention will be used to meet the need of the student. The interventionist will then be required to collect between 2-3 baseline data points on the student. Following this task, the interventionist will work with the student daily and collected between 6-8 additional data points. Each data point is collected bi-weekly or every other week. After collecting at least 6 data points, the School Based Team will meet back on the student to determine if the student is having a positive response to the intervention. If progress is being made, the School Based Team will decide whether the current level of intervention is still necessary to ensure student success or whether the supplemental support can be gradually lessened – and then finally closely monitored. If the student is not progressing while receiving Supplemental Interventions, the School based Team may recommended the student transition to Intensive Interventions. Supplemental Interventions will continue, while an Intensive Intervention goal will be added to the student, which must be provided by a reading endorsed educator. For Intensive Interventions, data is collected on a weekly basis in an effort to determine if the student is progressing based on the additional support. Following 6-8 weeks of Intensive Interventions, the SBT will meet on the student again to determine what the next step(s) should be based on the data. If the student has a positive response to interventions, the School Based Team may recommend to gradually release the current level of support and return the student back to Supplemental Interventions. However, if the student is making some progress, but not as much as hoped for, the existing School Based Team goal may be revised and more data will be collected. If a student is not making progress after receiving Supplemental and Intensive Interventions, the School Based Team may refer the student to the Child Study Team for a comprehensive evaluation. To make a referral to the Child Study Team, the following should be included in the file: Form 0292 – Referral for Student Evaluation Form 0293 – Pre-Referral Checklist for Referral for Evaluation Documentation of Formalized Tier 2, including baseline measures and at least 8 data points (Forms 2284, 1051 and 2318. Documentation of Formalized Tier 3, including baseline measures and at least 8 data points (forms 2284, 1051, 2318. Documentation of at least two student observations – Form 1550 Documentation of ongoing communication of progress monitoring with parent (at least 2 or more conferences)

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

Northmore Elementary School's instructional framework for Kindergarten – 5th Grades follows the new Florida B.E.S.T. standards. All educational professionals utilize high-quality, research based curriculum when teaching all core content areas. To ensure that the standards are taught correctly and with fidelity, teachers plan collaboratively for 90 minutes weekly in Professional Learning Communities (PLCs) with our Single School Culture Coordinators, Math Coach, ESOL Coordinator/Dual Language Coach (As Needed), SBT Leader (As Needed) and Administration. Students participate in core classes that are supplemented with a 30 minute Fine Arts/Performing Arts class each day. All students participate in the core classes English Language Arts (Reading, Writing), Mathematics, Science and Social Studies. Our Fine Arts/Performing Arts classes include Theatre, Dance, Band, Art, P.E. and Media. While in their Fine Arts/Performing Arts classes, students are able to express themselves through incorporating many modalities of learning. All of these classes are taught by certified, and effective teachers. All students who are below grade level in reading receive additional reading interventions through the use of different research-based programs based on their individualized needs. These interventions are put into place once students have been identified as needing supplemental or intensive support. Many systems are used to teach these interventions such as the Leveled Literacy Intervention System (LLI), Voyager Passport and lessons from the state called FCRR. The goal of these interventions is to close the achievement gap for our students in reading. Enrichment opportunities are also provided to all students in Kindergarten – 5th Grades through the use of Project Based Learning. In addition to this, we have two classes of Kindergarten students, First Grade Students and Second Grade Students who are part of our Dual Language Program, which allows them to learn in both languages. All students also get to participate in Fine Arts/Performing Arts, as well as after school clubs and organizations such as Yearbook, Safety Patrols, Florida Future Educators of America, Spelling Bee, Performance Band, Performance Dance, and much more.

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

Through our Project Based Learning (PBL) Initiative, all students are exposed to a plethora of different careers. Students are encouraged to research famous individuals and career types that interest them based on the PBL Unit. In addition to this, our Mental Health Department coordinates "University Week" where all students learn about various different colleges and universities that students can one day attend, which fosters post-graduate success. In addition to this, our School Counselors and Fine Arts/Performing Arts educators express to our intermediate grade students how they can apply and become enrolled in choice programs based on their interests, talents and expertise. This is also reinforced with our 5th Grade students as they participate in various assemblies from different middle schools. All students are provided with the opportunity to utilize technology within the classroom on a daily basis. This technology may be used to help students conduct research, complete educational adaptive technology programs and much more. In the Media Center, our Library Media Specialist teaches our students different ways they can utilize technology that is relevant at this point in time such as how to use the Google Suite (emails, powerpoints, shared documents). In addition to all of this, Bridges of Northwood offers bi-weekly computer and ELL classes, as well as bi-monthly workshops at various times throughout the school year.

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
- 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

The School District of Palm Beach County's Strategic Plan theme of Academic Excellence and Growth is a major proponent in Kindergarten Readiness. One of the main objectives of this theme is to ensure that all students engage in teaching and learning that result in academic excellence. In order to achieve this, Northmore Elementary School offers a full school year Voluntary Pre-Kindergarten (VPK) Program that is supplemented with enrichment hours meant to increase academic achievement. This VPK Program is supported by the Department of Early Childhood Education and follows all of the state statutes, rules and contractual mandates required by the Florida VPK Statewide Provided Agreement. This includes the use of developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida Department of Education. Students who are part of the VPK Program are expected to transition to Kindergarten ready to learn and be successful in school. Parents are invited to VPK Curriculum Nights where they learn about the ways they can help their children while in the VPK Program. In addition to this, parents are invited to Kindergarten Kickoff (Round-Up) in April/May where they will be taught the Kindergarten enrollment process and learn the skills their children will need to practice over the summer to be Kindergarten Ready. Compliance evidence will be collected and uploaded. Parents are informed of this day through the use of flyers, call-outs, emails and Class Dojo messages. Bridges of Northwood also hosts several parent workshops to assist them in helping their students be Kindergarten Ready as well.

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

Professional Development is embedded throughout the school year based on academic and social-emotional needs of the students and teachers. A majority of these Professional Development sessions take place during weekly Professional Learning Communities, weekly Common Planning sessions and days set aside by the district explicitly for Professional Development. In addition to this, Northmore Elementary School provides Professional Development in the following ways: (1) Single School Culture Coordinators (SSCC) and Math Coach: During weekly Professional Learning Communities (PLCs), the coaching team meets with teachers to facilitate conversation regarding best instructional practices, school data, integration and monitoring of the School Improvement Plan (SIP) and general instructional support. These three individuals also coach teachers using the instructional coaching model, which includes a pre-conference, observation, lesson planning, modeling, co-teaching, and a post-conference. (2) Regional and District Curriculum Support: The North Region and specific departments within the school district assign Instructional Specialists to our school to support teachers in their various needs. This support may take place during PLCs, during individual planning sessions, individual coaching sessions, and much more based on teacher needs. These Instructional Specialists may specialize in ELA, Math, Science, ESOL, ESE or Project Ignite. (3) Educator Support Program: All teachers who are new to teaching and the district will be required to participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal new teacher program that provides support for all newly hired educators. New teachers are assigned a mentor who is a certified Clinical Educator that can support them in all facets of new teacher life at Northmore. This program is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. This program helps ensure that all beginning teachers have the opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners and begin a process of lifelong learning and professional growth. In addition to providing teachers with Professional Development Support, all of our Academic Tutors are taught how to teach ELA during their own PLCs led by one of our SSCCs. All Academic Tutors go through coaching cycles in order to hone their craft as they assist the lead teacher in the classrooms.

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)

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning

- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

In order to recruit certified and effective and talented teachers to Northmore Elementary School, we develop a positive partnership with local colleges and universities in the area. The administrative team attends district career and job fairs whenever available so that we can recruit the best educators to our school. In accordance with this, Northmore believes in the process of “growing your own”, where we train and encourage our Academic Tutors or permanent substitutes to become certified teachers. In addition to this, Northmore create a family atmosphere that current staff shares with potential candidates in an effort to entice them to join the Panther Family. New teachers are enrolled in the Educator Support Program (ESP) and are assigned a mentor teacher to work closely with the new teacher to provide necessary support. ESP activities include support meetings with the team and completion of activities to acquaint themselves with staff and their responsibilities. The mentor teacher assists the new teacher with completion of a Personal Growth Plan (PGP) and provides support for the new teacher to develop mastery of the Florida Educator Accomplished Practices (FEAP's) during their first year. The ESP administrator additionally supports the new teacher by conducting walk-throughs, informal and formal observations, Pre/Post Observation Conferences, providing written and oral feedback and recommending professional development opportunities. All mentor teachers are Clinical Educator trained. This mentor teacher will meet with their assigned teacher on a weekly, commonly daily, basis to help support the new teacher to grow in their craft. The mentor provides guidance to all new teachers and helps them understand the school-wide systems and procedures. When needed, these mentor teachers provide emotional support and encouragement, knowing that the job of a teacher is already a stressful one. These new teachers also participate in a multitude of Professional Development Opportunities such as Professional Learning Communities, Common Planning, Additional Teacher Observations and much more. Additional and continued support is provided by the Single School Culture Coordinator, Instructional Coaches (ELA, Math, Intervention), Grade Level Team Leaders, Master Teachers, Administration and Instructional Specialists.