
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.

Based on recent Early Literacy data: • 55.2% of Kindergarten students are on track • 49.5% of 1st grade students are on track Based on recent STAR Reading data: • 56.8% of 2nd grade students are on track Based on FAST Reading data: • 34% of 3rd grade students are on track • 43.9% of 4th grade students are on track • 55.4% of 5th grade students are on track Based on recent iReady data: • 46% of students in kindergarten did not meet mastery in the area of vocabulary. 40% of students in kindergarten did not meet mastery in the area of comprehension. • 61% of students in 1st grade did not meet mastery in the area of vocabulary. 62% of students in 1st grade did not meet mastery in the area of comprehension. • 65% of students in 2nd grade did not meet mastery in the area of vocabulary. 58% of students in 2nd grade did not meet mastery in the area of comprehension. • 60% of students in 3rd grade did not meet mastery in the area of vocabulary. 50% of students in 3rd grade did not meet mastery in the area of comprehension. • 74% of students in 4th grade did not meet mastery in the area of vocabulary. 58% of students in 4th grade did not meet mastery in the area of comprehension. • 68% of students in 5th grade did not meet mastery in the area of vocabulary. 56% of students in 5th grade did not meet mastery in the area of comprehension.

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, phonics, decoding, vocabulary, comprehension) - lack of ability to think critically - lack of teacher knowledge of the reading process and standards - lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - lack of time and personnel to provide additional interventions for students - lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

• Incorporate ESOL strategies to support vocabulary • Provide a comprehensive professional development plan for teachers (temp tutors/paraprofessionals) to strengthen their knowledge of standards, best practices, remediation, and acceleration to provide explicit instruction (SSCC, coaches, district staff support) Provide the opportunity for collaborative planning, stipend, webinars, district training, out of county training and out of state training as needed to support instruction and increase student learning. • explicit vocabulary instruction • Front load vocabulary before beginning a passage. • Utilizing a curriculum that addresses all aspects of readiness in ELA. • academic tutors for extra support (intervention groups) • Provide opportunities to build parent capacity to support learning at home (curriculum nights, parent trainings, conferences, etc.) • Provide extended learning opportunities to address standards taught (morning tutorial, after school, summer) to increase student success. • Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, iStation, Top Score, etc). PK-5 technology programs to enhance readiness in ELA • technology to support with online writing instruction • Provide resource teachers, paraprofessionals, and/or temp tutors to provide explicit instruction, administer support interventions through small group instruction (push-in and pull -out) to meet the needs of students. • Continue to provide opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (iReady workbooks, manipulatives, books, post-it notes, SPIRE, Foundations, Benchmark resources, Top Score, and more)

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

• We will continue to provide ongoing communication of Title I information through the use of agenda daily, weekly call outs, parent newsletters, and language facilitator or bilingual staff, and SMORE. Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) • Literacy training that are grade level specific (foundational skills) - understanding grade level progression and activities to support learning at home • Share community resources to assist students at home (WPB Library) • Set Up for Success Parent Workshop- tips on how to set up a homework area, agenda entry information, contact the teacher, etc.

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

- **School**

Teachers are ready to teach daily and prepared to actively engage students throughout the day. Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (phonics, decoding, vocabulary, comprehension).

- **Students**

Show up to school prepared and ready to learn. Participate in the instruction that is happening in the classroom. Practice activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension).

- **Parents**

Make sure students show up to school prepared and ready to learn before the bell rings. Monitor students daily progress and communicate with the teacher through google classroom, class dojo, parent link, agenda, parent conferences. Use activities at home with student that were shared during parent workshops focusing on foundational skills (phonics, decoding, and vocabulary, comprehension).

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)

- Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home, make videos to help support the parents while working at home with their students (ELA - foundational skills- phonics, decoding, vocabulary, comprehension). Teachers will be able to support parents through Parent Workshops providing resources on math foundational skills (phonics, decoding, vocabulary, comprehension). and division facts)

- **Accessibility**

Continue to provide support to our families to encourage their engagement in student's education. (Uniform closet, meeting at different times, virtual options for workshops, providing all documents in Spanish). Survey families to identify parent needs and provide necessary support and connect them to community resources.

Math

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

1. List prioritized needs statements.

Based on recent STAR Math data: 66.4% of kindergarten are on track 82.6% of 1st grade students are on track 63% of 2nd grade students are on track Based on FAST Math data: 27% of 3rd grade students are on track 15% of 4th grade students are on track 37% of 5th grade students are on track 100% of 6th grade students are on track Based on recent iReady data: • 65% of students in kindergarten did not meet mastery in the area of numbers and operations. 54% of students in kindergarten did not meet mastery in the area of algebraic thinking. • 70% of students in 1st grade did not meet mastery in the area of numbers and operations. 45% of students in 1st grade did not meet mastery in the area of algebraic thinking. • 50% of students in 2nd grade did not meet mastery in the area of numbers and operations. 53% of students in 2nd grade did not meet mastery in the area of algebraic thinking. • 63% of students in 3rd grade did not meet mastery in the area of numbers and operations. 48% of students in 3rd grade did not meet mastery in the area of algebraic thinking. • 39% of students in 4th grade did not meet mastery in the area of numbers and operations. 41% of students in 4th grade did not meet mastery in the area of algebraic thinking. • 43% of students in 5th grade did not meet mastery in the area of numbers and operations. 52% of students in 5th grade did not meet mastery in the area of algebraic thinking. 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.

- more manipulatives beyond primary to introduce concepts and gain the concrete conceptual understanding
- Lack of academic vocabulary- needs to be consistent across the grade levels
- Lack of RIGOR- DOK 3 questions
- teachers doing too much of the work- release
- lack of comprehension of word problems and multi- step word problems
- 3rd grade- not all students should have AMP textbook - lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - lack of time and personnel to provide additional interventions for students - lack of parent capacity and knowledge of how to support learning at home -lack of foundational skills (fluency, addition, subtraction, multiplication, and division facts) -a large gap between level 1 and level 3 - lack of ability to think critically and word problems and apply operations appropriately - lack of teacher knowledge of the math 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 • academic tutors for extra support • math block 1st thing for primary grades • extended learning opportunities • tutorial • intervention groups for math • PK-6 technology programs to help with fluency and remediation of skills • resources to support intervention and small group instruction • real world problems • incentives * Incorporate ESOL strategies to support vocabulary * Provide a comprehensive professional development plan for teachers (temp tutors/paraprofessionals) to strengthen their knowledge of standards, best practices, remediation, and acceleration to provide explicit instruction (SSCC, coaches, district staff support) * Provide the opportunity for collaborative planning, stipend, webinars, district training, out of county training and out of state training as needed to support instruction and increase student learning. • Provide explicit vocabulary instruction • Provide opportunities to build parent capacity to support learning at home (curriculum nights, parent trainings, conferences, etc.) • Provide extended learning opportunities to address standards taught (morning tutorial, after school, summer) to increase student success. • Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady Math, etc). • Provide resource teachers, paraprofessionals, and/or temp tutors to provide explicit instruction, administer support interventions through small group instruction (push-in and pull -out) to meet the needs of students. • Continue to provide opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (iReady workbooks, math manipulatives, books, post-it notes, Benchmark resources, and more)

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

• Communication

Use of agenda daily, weekly call outs, parent newsletters, language facilitator or guidance counselor We will continue to provide ongoing communication of Title I information through the use of agenda daily, weekly call outs, parent newsletters, and language facilitator or bilingual staff, and SMORE.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math)- not just once a year but maybe monthly or by trimester. Math trainings that are grade level specific (foundational skills- fluency, addition, subtraction, multiplication, and division facts) - understanding grade level progression and activities to support learning at home • Set Up for Success Parent Workshop- tips on how to set up a homework area, agenda entry information, contact the teacher, etc.

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

- **School**

• Teachers are ready to teach daily and prepared to actively engage students throughout the day. • Participate in professional development to support the whole child (SEL) and math instruction. Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (fluency, addition, subtraction, multiplication, and division facts).

- **Students**

• Show up to school prepared and ready to learn. • Participate in the instruction that is happening in the classroom. • Participate extended learning opportunities offered Practice activities and strategies at home that support foundational skills (fluency, addition, subtraction, multiplication, and division facts).

- **Parents**

• Make sure students show up to school prepared and ready to learn before the bell rings. • Monitor students daily progress and communicate with the teacher through google classroom, class dojo, parent link, agenda, parent conferences. • Utilizing the Math Family Engagement Link, • Fall and Spring Math Night, • Instructional videos to work through the math Use activities at home with student that were shared during parent workshops focusing on foundational skills (fluency, addition, subtraction, multiplication, and division facts).

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home, make videos to help support the parents while working at home with their students (math foundational skills - fluency, addition, subtraction, multiplication, and division facts) Teachers will be able to support parents through Parent Workshops providing resources on math foundational skills (fluency, addition, subtraction, multiplication, and division facts)

- **Accessibility**

Continue to provide support to our families to encourage their engagement in student's education. (Uniform closet, meeting at different times, virtual options for workshops, providing all documents in Spanish). Survey families to identify parent needs and provide necessary support and connect them to community resources.

Science

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

1. List prioritized needs statements.

• 42% of students in grade 5 did not meet proficiency as determined by the NGSSS in FY22 • 46% of students in grade 5 did not meet proficiency as determined by the District Winter Diagnostic FY23 • 62% 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 • 44% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.6.2 • 58% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.6.3 • 43% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.6.4 • 80% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.L.16.1 • 76% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.L.16.4 • 58% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.L.17.3

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

• Lack of reading comprehension deficiency hinders ability to understand test items on science assessment • Lack of science vocabulary: language deficiency • Lack of hands-on activities in grades K-2 • Lack of vocabulary exposure in grades K-2 - lack of ability to think critically - lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - lack of time and personnel to provide additional interventions for students - lack of parent capacity and knowledge of how to support learning at home

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
- * Provide a comprehensive professional development plan for teachers (temp tutors/paraprofessionals) to strengthen their knowledge of standards, best practices, remediation, and acceleration to provide explicit instruction (SSCC, coaches, district staff support)
- * Provide the opportunity for collaborative planning, stipend, webinars, district training, out of county training and out of state training as needed to support instruction and increase student learning.
- Provide explicit vocabulary instruction
- Provide opportunities to build parent capacity to support learning at home (curriculum nights, parent trainings, conferences, etc.)
- Provide extended learning opportunities to address standards taught (morning tutorial, after school, summer) to increase student success.
- Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, etc).
- Provide resource teachers, paraprofessionals, and/or temp tutors to provide explicit instruction, administer support interventions through small group instruction (push-in and pull -out) to meet the needs of students.
- Continue to provide opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (J&J Bootcamp workbooks, science manipulatives, books, post-it notes, Benchmark resources, and more)
- Exposure to 4th and 5th grade vocabulary in grades K-2
- Fine Arts aligned to grade level Science instruction
- Use of technology that meets students' needs (such as Penda Learning)
- Engage students with Science videos during lunch
- Conduct on-going class projects for fair game benchmarks
- Resource materials to support fair game benchmark instruction
- Resources to support intervention and small group instruction

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

• Communication

- Communicate with parents via agenda, parent link, language facilitator, parent conferences, assessment communication sheet We will continue to provide ongoing communication of Title I information through the use of agenda daily, weekly call outs, parent newsletters, and language facilitator or bilingual staff, and SMORE.

• Parent Training

- Parent Trainings that may be offered to support parents/families as they work with their students at home (Science)
- Informing/discussing fair game benchmarks
- Proving ideas for at home support of fair game benchmarks
- Teach primary vocabulary Science trainings that are grade level specific (fair game standards, science vocabulary) - understanding grade level progression and activities to support learning at home.

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

- **School**

Set, share, and monitor, clear expectations that are aligned to the vision of the Strategic Plan and Northboro Elementary Mission statement. Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (fair game standards, science vocabulary).

- **Students**

Arrive prepared, stay engaged, participate, and apply strategies taught within school. Demonstrate positive character traits and basic Montessori principles. Practice activities and strategies at home that support foundational skills (fair game standards, science vocabulary).

- **Parents**

Communicate regularly with teachers, abide by the Northboro School compact, provide most current contact information, and utilize available services to support students. Use activities at home with student that were shared during parent workshops focusing on foundational skills (fair game standards, science vocabulary).

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) • Discuss Science Fair projects that are grade level appropriate • Ensure that teachers know how to conduct experiments based on the scientific method Teachers will be able to support parents through Parent Workshops providing resources on math foundational skills (fair game standards, science vocabulary)

- **Accessibility**

Continue to provide support to our families to encourage their engagement in student's education. (Uniform closet, meeting at different times, virtual options for workshops, providing all documents in Spanish). Survey families to identify parent needs and provide necessary support and connect them to community resources.

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: \$230,689.91

| Acct Description | Description | | | | | | | | |
|-------------------------|--|-----------------|-------------|--------------------|--------------|-----------------|-------------------------|-------------|--------------|
| Out-of-system Tutors | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | Non-certified Out-of-System Long-Term tutors to provide during-the-day support for at-risk/struggling students K-5 in ELA, Math and Science through a push-in model of instruction (Aug. 2023) | 2 | \$15.00 | 5 | 6 | 38 | Non-Certified | Original | \$34,200.00 |
| | Non-certified Out-of-System Long-Term tutors to provide during-the-day support for at-risk/struggling students K-5 in ELA, Math and Science through a push-in model of instruction (Aug. 2023) | 4 | \$17.00 | 5 | 6 | 38 | Non-Certified w/ Degree | Original | \$77,520.00 |
| Supplies | Item | Quantity | Rate | Supply Type | | Type | Total | | |
| | BT 464009 reducing supplies to increase online subscriptions | 1 | -\$699.86 | General Supplies | | Budget Transfer | -\$699.86 | | |
| | Post it 3X3 [12 pack] for K-5 students to support student learning with ELA for classroom and tutorial | 30 | \$2.21 | General Supplies | | Original | \$66.30 | | |

| Acct Description | Description | | | | | |
|---------------------|--|----------|-------------|-------------------------|-----------------|-------------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | EXPO Low-Odor Dry-Erase Markers, Bullet Point, Pack Of 12 to support delivery of instruction and student learning | 35 | \$11.37 | General Supplies | Original | \$397.95 |
| | Compositions notebooks for K-5 students to support student learning in all content areas in the classroom (1 per student) | 300 | \$1.97 | General Supplies | Original | \$591.00 |
| | BT # Reducing line items to increase another account | 1 | -\$1,061.15 | General Supplies | Budget Transfer | -\$1,061.15 |
| | Sharpie Flip Chart Markers, Assorted, Pack Of 8 to support delivery of instruction in the classroom and tutorial K-5 | 31 | \$5.17 | General Supplies | Original | \$160.27 |
| | Chart paper (20X23 Post It -Pack of 4 to support delivery of instruction | 7 | \$102.99 | General Supplies | Original | \$720.93 |
| | Headphones to support reading instruction in small group rotations in grades K-5 | 200 | \$7.55 | Technology | Original | \$1,510.00 |
| | iReady workbooks for 3-5 (ELA and math) | 1 | \$5,642.39 | Instructional Materials | Original | \$5,642.39 |
| | Shipping | 1 | \$2.12 | General Supplies | Original | \$2.12 |
| | White copy paper | 130 | \$44.61 | General Supplies | Original | \$5,799.30 |
| | Integra Pre-sharpened No. 2 Pencils - #2 Lead - Yellow Barrel - 1 Dozen to support learning of all K-5 students with all content areas in the classroom and tutorial | 150 | \$0.98 | General Supplies | Original | \$147.00 |

| Acct Description | Description | | | | | | | | |
|------------------|---|-----------------|-------------|-------------------------|-----------------|--------------|------------------|-------------|--------------|
| | Item | Quantity | Rate | Supply Type | Type | Total | | | |
| | BT 464438 adding pencils | 1 | \$33.32 | General Supplies | Budget Transfer | \$33.32 | | | |
| | BT 464438 addig Top Score Materials | 1 | \$4,018.68 | Instructional Materials | Budget Transfer | \$4,018.68 | | | |
| | BT 464893 increasing amounts for listed items | 1 | \$14.00 | General Supplies | Budget Transfer | \$14.00 | | | |
| Tutorial | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | Outside of contracted hours, Certified teachers to provide after school tutoring for 3-5 grade at-risk/struggling students to reinforce learning in ELA, math and science - tentative start date is February 2023 | 20 | \$37.00 | 3 | 2 | 8 | Certified | Original | \$35,520.00 |
| | Outside of contracted hours, Certified teachers to provide after school tutoring for 3-5 grade at-risk/struggling students to reinforce learning in ELA, math and science - Fall Tutorial October 2023 | 11 | \$37.00 | 3 | 2 | 3 | Certified | Original | \$7,326.00 |
| | Outside of contracted hours, Certified teachers to provide after school tutoring for 3-5 grade at-risk/struggling students to reinforce learning in ELA, math and science - Spring Tutorial - March 2024 | 11 | \$37.00 | 3 | 2 | 3 | Certified | Original | \$7,326.00 |

| Acct Description | Description | | | | | | | | | |
|--|--|------------|------------|-----------------|------------|--|--|--|--|--|
| Online subscription | <table border="1"> <thead> <tr> <th data-bbox="432 222 1400 297">Item</th> <th data-bbox="1409 222 1551 297">Quantity</th> <th data-bbox="1551 222 1717 297">Type</th> <th colspan="2"></th> </tr> </thead> </table> | Item | Quantity | Type | | | | | | |
| | Item | Quantity | Type | | | | | | | |
| | No longer purchasing Mavis Beacon or Top Score and iStation and Pink Cat did not have increases. School Purchasing Penda - aligns with CNA | 1 | Other | | | | | | | |
| | Top Score Writing Digital Program for Writing Grades 3 -5 (9 Teacher Licenses) | 9 | \$261.00 | Original | \$2,349.00 | | | | | |
| | Per BT463806 Increase originally for iStation, but now using for Penda. | 1 | \$1,061.15 | Budget Transfer | \$1,061.15 | | | | | |
| | Per BT 464009 originally increasing for Pink Cat, but now purchasing Penda. | 1 | \$699.86 | Budget Transfer | \$699.86 | | | | | |
| | Pink Cat Subscription to support student learning in Kindergarten in reading and math / 14 License | 14 | \$39.99 | Original | \$559.86 | | | | | |
| | Mavis Beacon Teaches Typing for students in grades 2-5 / school license | 1 | \$29.99 | Original | \$29.99 | | | | | |
| iStation to support Kindergarten readiness and overall student learning in reading & math for students / School Site License | 1 | \$3,628.80 | Original | \$3,628.80 | | | | | | |

Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$14,438.16

| Acct Description | Description | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------|------------------|------------------|-------------|------------|--|---|--------|----------|------------------|----------|------------|---|---|---------|------------------|----------|---------|--|---|---------|------------------|----------|---------|--|---|----------|------------------|----------|----------|--|---|---------|------------------|----------|----------|-----------------------------------|---|----------|------------------|----------|----------|-------------------------------|---|----------|------------------|----------|----------|--|--|--|--|--|
| Postage | <table border="1"> <thead> <tr> <th data-bbox="441 219 1533 292">Item</th> <th data-bbox="1543 219 1690 292">Quantity</th> <th data-bbox="1690 219 1795 292">Rate</th> <th data-bbox="1795 219 1921 292">Type</th> <th data-bbox="1921 219 2026 292">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="441 300 1543 495">Postage to mail summer newsletter in July 2023, as well as parent correspondence through the year to increase school-home communication (student information: academic progress, attendance, meetings) (Calculations: 785 students x 1 mailing = 494.55)</td> <td data-bbox="1543 300 1690 495">785</td> <td data-bbox="1690 300 1795 495">\$0.63</td> <td data-bbox="1795 300 1921 495">Original</td> <td data-bbox="1921 300 2026 495">\$494.55</td> </tr> </tbody> </table> | Item | Quantity | Rate | Type | Total | Postage to mail summer newsletter in July 2023, as well as parent correspondence through the year to increase school-home communication (student information: academic progress, attendance, meetings) (Calculations: 785 students x 1 mailing = 494.55) | 785 | \$0.63 | Original | \$494.55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Item | Quantity | Rate | Type | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Postage to mail summer newsletter in July 2023, as well as parent correspondence through the year to increase school-home communication (student information: academic progress, attendance, meetings) (Calculations: 785 students x 1 mailing = 494.55) | 785 | \$0.63 | Original | \$494.55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supplies | <table border="1"> <thead> <tr> <th data-bbox="441 527 1291 633">Item</th> <th data-bbox="1302 527 1449 633">Quantity</th> <th data-bbox="1449 527 1585 633">Rate</th> <th data-bbox="1585 527 1774 633">Supply Type</th> <th data-bbox="1774 527 1911 633">Type</th> <th data-bbox="1911 527 2026 633">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="441 641 1302 755">Student agendas to communicate daily with parents K-5th Grade</td> <td data-bbox="1302 641 1449 755">700</td> <td data-bbox="1449 641 1585 755">\$2.35</td> <td data-bbox="1585 641 1774 755">General Supplies</td> <td data-bbox="1774 641 1911 755">Original</td> <td data-bbox="1911 641 2026 755">\$1,645.00</td> </tr> <tr> <td data-bbox="441 755 1302 868">Astrobrights® Color Card Stock, 8 1/2 for parent trainings as described in the PFEP</td> <td data-bbox="1302 755 1449 868">5</td> <td data-bbox="1449 755 1585 868">\$17.99</td> <td data-bbox="1585 755 1774 868">General Supplies</td> <td data-bbox="1774 755 1911 868">Original</td> <td data-bbox="1911 755 2026 868">\$89.95</td> </tr> <tr> <td data-bbox="441 868 1302 982">Ziplock bags for Kindergarten Student Orientation and parent training (pack of 10)</td> <td data-bbox="1302 868 1449 982">3</td> <td data-bbox="1449 868 1585 982">\$29.93</td> <td data-bbox="1585 868 1774 982">Program Supplies</td> <td data-bbox="1774 868 1911 982">Original</td> <td data-bbox="1911 868 2026 982">\$89.79</td> </tr> <tr> <td data-bbox="441 982 1302 1096">"Incoming Kindergarten Student Orientation and parent training (books) "</td> <td data-bbox="1302 982 1449 1096">1</td> <td data-bbox="1449 982 1585 1096">\$750.00</td> <td data-bbox="1585 982 1774 1096">Program Supplies</td> <td data-bbox="1774 982 1911 1096">Original</td> <td data-bbox="1911 982 2026 1096">\$750.00</td> </tr> <tr> <td data-bbox="441 1096 1302 1250">Neenah® Bright White Premium Card Stock, Letter Size, 65 Lb, White, Pack Of 250 Sheets for parent trainings as described in PFEP</td> <td data-bbox="1302 1096 1449 1250">5</td> <td data-bbox="1449 1096 1585 1250">\$21.99</td> <td data-bbox="1585 1096 1774 1250">General Supplies</td> <td data-bbox="1774 1096 1911 1250">Original</td> <td data-bbox="1911 1096 2026 1250">\$109.95</td> </tr> <tr> <td data-bbox="441 1250 1302 1364">Refreshments for parent trainings</td> <td data-bbox="1302 1250 1449 1364">3</td> <td data-bbox="1449 1250 1585 1364">\$200.00</td> <td data-bbox="1585 1250 1774 1364">Program Supplies</td> <td data-bbox="1774 1250 1911 1364">Original</td> <td data-bbox="1911 1250 2026 1364">\$600.00</td> </tr> <tr> <td data-bbox="441 1364 1302 1477">Shipping for student planners</td> <td data-bbox="1302 1364 1449 1477">1</td> <td data-bbox="1449 1364 1585 1477">\$248.82</td> <td data-bbox="1585 1364 1774 1477">General Supplies</td> <td data-bbox="1774 1364 1911 1477">Original</td> <td data-bbox="1911 1364 2026 1477">\$248.82</td> </tr> </tbody> </table> | Item | Quantity | Rate | Supply Type | Type | Total | Student agendas to communicate daily with parents K-5th Grade | 700 | \$2.35 | General Supplies | Original | \$1,645.00 | Astrobrights® Color Card Stock, 8 1/2 for parent trainings as described in the PFEP | 5 | \$17.99 | General Supplies | Original | \$89.95 | Ziplock bags for Kindergarten Student Orientation and parent training (pack of 10) | 3 | \$29.93 | Program Supplies | Original | \$89.79 | "Incoming Kindergarten Student Orientation and parent training (books) " | 1 | \$750.00 | Program Supplies | Original | \$750.00 | Neenah® Bright White Premium Card Stock, Letter Size, 65 Lb, White, Pack Of 250 Sheets for parent trainings as described in PFEP | 5 | \$21.99 | General Supplies | Original | \$109.95 | Refreshments for parent trainings | 3 | \$200.00 | Program Supplies | Original | \$600.00 | Shipping for student planners | 1 | \$248.82 | General Supplies | Original | \$248.82 | | | | | |
| | Item | Quantity | Rate | Supply Type | Type | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Student agendas to communicate daily with parents K-5th Grade | 700 | \$2.35 | General Supplies | Original | \$1,645.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Ziplock bags for Kindergarten Student Orientation and parent training (pack of 10) | 3 | \$29.93 | Program Supplies | Original | \$89.79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | "Incoming Kindergarten Student Orientation and parent training (books) " | 1 | \$750.00 | Program Supplies | Original | \$750.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Neenah® Bright White Premium Card Stock, Letter Size, 65 Lb, White, Pack Of 250 Sheets for parent trainings as described in PFEP | 5 | \$21.99 | General Supplies | Original | \$109.95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Refreshments for parent trainings | 3 | \$200.00 | Program Supplies | Original | \$600.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shipping for student planners | 1 | \$248.82 | General Supplies | Original | \$248.82 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Acct Description | Description | | | | | | | | | |
|--------------------------------|---|-----------------|-------------|--------------------|--------------|--------------|------------------|-------------|--------------|--|
| | Item | Quantity | Rate | Supply Type | Type | Total | | | | |
| | White copy Paper box- case for school-home communication, parent trainings/meetings | 10 | \$44.61 | General Supplies | Original | \$446.10 | | | | |
| Parent Support by School Staff | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | Outside of contracted hours, Certified teachers to conduct after-school parent conferences to build school-home partnership for student achievement - 1 night in the fall of 2023 and 2nd night the spring 2024 | 40 | \$25.00 | 1 | 1 | 3 | Certified | Original | \$3,000.00 | |
| | Certified teachers to support parent trainings per PFEP to increase student achievement. | 60 | \$25.00 | 1 | 1 | 3 | Certified | Original | \$4,500.00 | |

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: \$142,983.43

| Acct Description | Description | | | | | | | | | |
|------------------|--|--|--|-----------------|-----------------|-------------|--------------------|--------------|-----------------|--------------|
| PD Webinar | Item | | | | | | Quantity | Rate | Type | Total |
| | Top Score Writing webinar with one hour follow up for teacher training aligned to BEST standards | | | | | | 1 | \$750.00 | Budget Transfer | \$750.00 |
| Stipends | Item | | | Quantity | Rate | Days | Hours | Weeks | Type | Total |
| | Stipends for certified staff who 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 individual students in grades K - 5th. / Various dates throughout the year with a tentative start date of August 2023 | | | 60 | \$25.00 | 1 | 2 | 5 | Original | \$15,000.00 |
| Supplies | Item | | | | Quantity | Rate | Supply Type | | Type | Total |
| | Ink all colors | | | | 8 | \$125.00 | Technology | | Original | \$1,000.00 |
| | Chart paper (20X23 Post It -Pack of 4 to support PLC, planning, data analysis, and trainings | | | | 2 | \$102.99 | General Supplies | | Original | \$205.98 |
| | Sharpie Flip Chart Markers, Assorted, Pack Of 8 to support PLC, planning, data analysis, and trainings | | | | 20 | \$5.37 | General Supplies | | Original | \$107.40 |
| | White copy paper | | | | 5 | \$44.61 | General Supplies | | Original | \$223.05 |

| Acct Description | Description | | | | | | | | | |
|-----------------------|--|-----------------|-------------|-------------|--------------|--------------|------------------|-----------------|--------------|--------------|
| Teacher Collaboration | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | Outside of contracted hours, Teachers in grades K-5 will work together to analyze student data, identify needs of students, create action plans, instructional calendars, and lesson plans to meet the needs of students in all content areas ELA, Math, Science and Technology in grades PreK-5. / Meetings will take place during various dates throughout the year starting August 2023 | 60 | \$25.00 | 1 | 2 | 10 | Certified | Original | \$30,000.00 | |
| | Reducing collaboration hours by 121 hours | 61 | -\$25.00 | 1 | 2 | 1 | Certified | Budget Transfer | -\$3,050.00 | |
| | Reducing 23 collaborative planning hours | 23 | -\$25.00 | 1 | 1 | 1 | Certified | Budget Transfer | -\$575.00 | |
| Travel out-of-county | Item | | | | | | Quantity | Rate | Type | Total |
| | Innovative School Summit March 2024 - Orlando - Principal will attend this conference for an opportunity to receive tailor professional development experience through a variety of sessions from each conference (4 conferences in 1), discover proven practices to implement in school/classrooms, get insight and inspiration from the best in education, and meet fellow educators from across the nation and learn from each other - Innovative teaching, At risk/struggling students, School Climate/Culture, and Trauma Informed Schools. (Registration \$695.00; Transportation \$400.00; Lodging \$1,250.00; Per Diem \$150.00) | | | | | | 1 | \$2,495.00 | Original | \$2,495.00 |

| Acct Description | Description | | | | |
|---------------------------|--|-----------------|-------------|-------------|--------------|
| | Item | Quantity | Rate | Type | Total |
| | Model Schools Conference - Orlando World Center, FL - Date TBD / Principal and Assistant Principal will attend the Model Schools Conference to learn about reinforcing the transformation of education being achieved through purposeful and consistent actions driven by a clear vision of what's best for students. (Registration \$795.00; Transportation, \$160.00; Lodging \$920.00; and Per Diem \$150.00 = \$2,025.00 each) | 1 | \$4,050.00 | Original | \$4,050.00 |
| Tch Res Staff Development | Teacher Resource Staff Development to support teachers in grades K-5 with data analysis, effective standards based lessons for ELA, Math and Science through PLCs, PDD, Instructional Coaching Cycle, mentoring, observation and feedback. | | | | |

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 |
| Lourdes Simon Bower | ESOL Guidance Counselor |
| Marjorie Aristide | Guidance Counselor |
| Chanelle Harper | Parent |
| Judith Barrios | Parent |
| Ana Marie Carahu | Parent |
| Juana Paxtor Vicente | Parent |
| Arely Perez de Morales | Parent |
| Luis Perez Mendez | Parent |
| Rosa Pauc | Parent |
| Imelda Escalante | Parent |
| Miguel Morales | ESOL Coordinator |
| Julio Mora | ESOL Teacher |
| Beky Juarez | Parent |

| Name | Title |
|--------------------|--------------------|
| Dilila Rosales | Parent |
| Ana Marie Carahu | Parent |
| LaTosha Lowe-Goode | PTO Vice President |
| Tiffany Powell | PTO President |

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.

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. CNA meeting took place in late February-early March 2023 to develop the FY24 SWP/PFEP. A tentative date for the FY24 CNA will take place in late February/ early March 2024.

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 training, postage, and agendas to support school-home communication, and supplies for parent trainings / Kindergarten Roundup. 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 on 10/2023 @ 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 and email.

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, FY24 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

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.

- 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

September

- Responsible Person(s)

Miguel Morales, Lourdes Simon-Bower, Marjorie Aristide, Mary Beth Decker

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

Yes

- 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

Effective Parent Conferencing

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

Staff will increase their ability to communicate with parents through parent conferencing. Staff will role play and create a list of best practices when conferencing.

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

The impact will be an increase in parent engagement through effective parent conferencing.

- What will teachers submit as evidence of implementation?

Parent conference schedule and notes.

- Month of Training

October

- Responsible Person(s)

Mary Beth Decker, Lourdes Simon-Bower, Keyanna Smith, Tiffany Greene-Whitaker, Saneca Hart

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

No

- 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

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 2023

- Responsible Person(s)

Keyanna Smith, Mary Beth Decker

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

\$150

2. Reflection/Evaluation of Training #1

• Name of Training

tbd

• Number of Participants

tbd

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

tbd

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

Yes

• How do you know?

tbd

• What went well with the training?

tbd

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

tbd

3. Parent and Family Capacity Building Training #2

- **Name of Training**

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 2023

- **Responsible Person(s)**

Tiffany Greene-Whitaker, Mary Beth Decker

- **Resources and Materials**

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

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

\$150.00

4. Reflection/Evaluation of Training #2

- Name of Training

tbd

- Number of Participants

tbd

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

tbd

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

Yes

- How do you know?

tbd

- What went well with the training?

tbd

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

tbd

5. Parent and Family Capacity Building Training #3

- Name of Training

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

November 2023

- Responsible Person(s)

Saneca Hart, Mary Beth Decker

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

\$150.00

6. Reflection/Evaluation of Training #3

- Name of Training

tbd

- Number of Participants

tbd

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

tbd

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

Yes

- How do you know?

tbd

- What went well with the training?

tbd

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

tbd

Coordination and Integration

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

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

- Name of Agency

Department of Multicultural Education

- Describe how agency/organization supports families.

The department will provide a workshop on cultural awareness for the staff. This will empower staff to create and foster a positive school/home connection.

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

Email to schedule workshop, agenda, sign in sheet and presentation

- Frequency

October 2022

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.

- 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.

- 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.

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 social-emotional 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 social-emotional 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.

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 as well on Saturday mornings. In the current instructional model of distance learning and brick & mortar, extended learning opportunities will be offered virtually. 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 are involved in making iMovies on iPads, the use of internet research, the sharing of information through PowerPoint 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 after craft and music school clubs. The club sizes are limited and open to students 1st grade -5th grades. 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
- 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

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 social/emotional 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 2023 through the end of January 2024. 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 2024, 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
- 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

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 Single School Culture Coordinator, 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 a National Board certified teacher. 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

Retention:

- Orientation
- Mentoring/Peer Teacher

- 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
- 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.