
Title I Comprehensive Schoolwide Plan
NORTHBORO ELEMENTARY SCHOOL (0291)

ELA

1. List prioritized needs statements.

Based on recent Early Literacy data: -43% of Kindergarten students are on track - 49.5% of 1st grade students are on track Based on recent STAR Reading data: -24.3% of 2nd grade students are on track Based on winter FAST Reading data: 43.25% of 3rd grade students are on track 45.85% of 4th grade students are on track 52.74% of 5th grade students are on track Based on recent iReady data: - 58% of students in kindergarten did not meet mastery in the area of vocabulary. 46% of students in kindergarten did not meet mastery in the area of comprehension. - 73% of students in 1st grade did not meet mastery in the area of vocabulary. 68% of students in 1st grade did not meet mastery in the area of comprehension. - 78% of students in 2nd grade did not meet mastery in the area of vocabulary. 73% of students in 2nd grade did not meet mastery in the area of comprehension. - 79% of students in 3rd grade did not meet mastery in the area of vocabulary. 72% of students in 3rd grade did not meet mastery in the area of comprehension. - 81% of students in 4th grade did not meet mastery in the area of vocabulary. 67% of students in 4th grade did not meet mastery in the area of comprehension. - 85% of students in 5th grade did not meet mastery in the area of vocabulary. 59% 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) More support in Kindergarten and Grade 1 Lack of foundational skills necessary to process text Lack of student motivation Attendance accountability; lack of parent accountability Need to strengthen meeting the needs of students through small group instruction and apply appropriate interventions to meet the needs of students Students need to continue working on applying strategies learned during independent work time Lack of parent knowledge of how to support learning at home Provide methods to strengthen school-home communication (agenda, Smore, Parent Links, etc.)

3. Share possible solutions that address the root causes.

Incorporate ESOL strategies to support vocabulary Professional development to strengthen explicit vocabulary instruction, Front load vocabulary before beginning a passage through the use of PD staff. collaborative planning, teacher training, conferences) Utilizing a curriculum that addresses all aspects of readiness in ELA. Provide additional staff to support learning (academic tutors for extra support, resource teachers) curriculum nights extended learning opportunities (K-5 during after school, during the day, Summer) to support student learning. collaborative planning with our teachers and other schools' teachers intervention groups PK-5 technology programs to enhance readiness in ELA (iReady Tool Box, Digital Top Score) technology to support with online writing instruction technology support to engage students in learning activities- Pear Deck resources to support intervention and small group instruction and for hands-on practice (manipulative, workbooks) Daily phonics skills (the seven types of syllables) Set a purpose for student reading Learning incentives Learning A to Z Listening Centers provide parent training and resource for learning at home

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

• Communication

Student agendas- upcoming dates/ assessment calendar Weekly newsletter- upcoming dates/ assessments ParentLink call outs Face to Face parent conference meetings Phone call and text messages Class dojo and RCA App Continue to strive to ensure families receive communication from school and teacher to support parent engagement to increase student learning.

• Parent Training

Curriculum Night, Literacy Workshop, Technology Workshop, 3rd Grade Parent Workshop; Strategy Workshop at night Parents are enjoying participating in parent trainings and learning resource to use at home.

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. Ensure a safe and orderly school environment. Continue using strategies to strengthen school-parent partnership.

- **Students**

Attend school daily, prepared and ready to learn. Engage in the instruction that is happening in the classroom. Attend and actively engage in extended learning opportunities Continue using strategies to strengthen school-parent partnership.

- **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. Ensure student participation in extended learning sessions Continue using strategies to strengthen school-parent partnership.

- **Staff Training**

Effective Parent Conference Techniques to Help Parents Understand Academic Progress and Expectations Culture Awareness of the School Community We noticed that teachers are feeling more comfortable using tools for communicating with families. Teachers will continue to work with parents for student success.

- **Accessibility**

Family Needs Assessment (August) Uniform Closet Food Assistance (Blessings & Food Bank) School Supplies We strive to ensure families receive the accommodations needed to support them in their engagement with their child's education.

Math

1. List prioritized needs statements.

Based on FY24 STAR Math data: 77.5% of kindergarten are on track 53.2% of 1st grade students are on track 61.9% of 2nd grade students are on track 66% of students in 4th grade did not meet mastery in the area of numbers and operations. 70% of students in 4th grade did not meet mastery in the area of algebraic thinking. 56% of students in 5th grade did not meet mastery in the area of numbers and operations. 76% 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. Based on FAST FY24 Math data: 58.5% of 3rd grade students are on track 59.5% of 4th grade students are on track 63.6% of 5th grade students are on track 100% of 6th grade students are on track Based on recent iReady data: -69% of students in kindergarten did not meet mastery in the area of numbers and operations. -63% of students in kindergarten did not meet mastery in the area of algebraic thinking. -82% of students in 1st grade did not meet mastery in the area of numbers and operations. -57% of students in 1st grade did not meet mastery in the area of algebraic thinking. -79% of students in 2nd grade did not meet mastery in the area of numbers and operations. -81% of students in 2nd grade did not meet mastery in the area of algebraic thinking. -83% of students in 3rd grade did not meet mastery in the area of numbers and operations. -70% of students in 3rd grade did not meet mastery in the area of algebraic thinking.

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

foundational skills more manipulatives beyond primary to introduce concepts and gain the concrete conceptual understanding fluency academic vocabulary- needs to be consistent across the grade levels RIGOR- DOK 3 questions teachers doing too much of the work- release comprehension of word problems and multi- step word problems- students need to understand what questions are really asking Pacing- students need to feel the urge retain information- need more practice 3rd grade- not all students should have AMP textbook Need to strengthen meeting the needs of students through small group instruction and apply appropriate interventions to meet the needs of students Students need to continue working on applying strategies learned during independent work time Lack of parent knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

practice fluency during line time Professional development to support interventions groups for math, collaborative planning with our teachers in all grades, across all grades and other schools' teachers, teacher trainings, PD staff, conference. small group instruction spiral reviews/daily reviews Provide additional staff to support small group learning (academic tutors for extra support, resource teacher) curriculum nights math block 1st thing for primary grades extended learning opportunities (after school, during the day, summer) to support student learning PK-6 technology programs to help with fluency and remediation of skills (iReady Tool Box, IXL) technology support to engage students in learning activities- Pear Deck resources to support intervention and small group instruction, and for hands-on practice (manipulatives, whiteboards, workbooks,) real world problems incentives teachers know and understand the BIG-M time students as they work Provide parent trainings and resources for learning at home Provide methods to strengthen school-home communication (agenda, Smore, Parent Links, etc.)

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

- Communication

Student agendas- upcoming dates/ assessment calendar Weekly newsletter- upcoming dates/ assessments ParentLink call outs Face to Face parent conference meetings Emails Class Dojo/ RCA app Continue to strive to ensure families receive communication from school and teacher to support parent engagement to increase student learning.

- Parent Training

Curriculum Night, Math Workshop- day and night to focus on strategies, Math Family Night, Technology Workshop Parents are enjoying participating in parent trainings and learning resource to use at home.

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. Ensure a safe and orderly school environment. Continue using strategies to strengthen school-parent partnership.

- Students

Attend school daily, prepared and ready to learn. Engage in the instruction that is happening in the classroom. Attend and actively engage in extended learning opportunities Continue using strategies to strengthen school-parent partnership.

- 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, RCA app. Ensure student participation in extended learning sessions Continue using strategies to strengthen school-parent partnership.

- Staff Training

Effective Parent Conference Techniques to Help Parents Understand Academic Progress and Expectations Culture Awareness of the School Community We noticed that teachers are feeling more comfortable using tools for communicating with families. Teachers will continue to work with parents for student success.

- Accessibility

Family Needs Assessment (August) Uniform Closet Food Assistance (Food Bank) School Supplies/ computers for home use We strive to ensure families receive the accommodations needed to support them in their engagement with their child's education.

Science

1. List prioritized needs statements.

64% of students in grade 5 did not meet proficiency as determined by the NGSSS in FY24 -44% of students in grade 5 did not meet proficiency as determined by the District Winter Diagnostic FY25 -68% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.3.L.14.1. -18% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.5.4 -56% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.6.2 -47% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.6.3 -27% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.E.6.4 -81% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.L.16.1 -48% of students in grade 5 did not meet mastery of fair game benchmark FL.SC.4.L.16.4 -60% 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.

Reading comprehension deficiency hinders ability to understand test items on science assessment Vocabulary: language deficiency Lack of hands-on activities Lack of vocabulary exposure amount of time to teach and do experiments pacing of questions for 5th grade- it's a timed test kids being pulled for interventions/ speech during science block- missing the instruction Need to strengthen meeting the needs of students through small group instruction and apply appropriate interventions to meet the needs of students Students need to continue working on applying strategies learned during independent work time Lack of parent 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 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) Professional Development through the use of Collaborative planning, teacher training, PD staff, Conferences to strengthen delivery of instruction Conduct on-going class projects for fair game benchmarks Extended learning opportunities (after school, during the day, Summer) to support learning at home Resource materials to support fair game benchmark instruction (manipulatives, workbooks, technology support to engage students in learning activities- Pear Deck resources to support intervention and small group instruction Move Social Studies to reading block to ensure constant science instruction- not 6 weeks on/ 6 weeks off Reading A-Z books for homework Intervention for Science before school- 7:00-7:45 3-5 students have Science Lab instead of computer lab Lack of parent knowledge of how to support learning at home Provide methods to strengthen school-home communication (agenda, Smore, Parent Links, etc.)

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

• Communication

Student agendas- upcoming dates/ assessment calendar Weekly newsletter- upcoming dates/ assessments ParentLink call outs Face to Face parent conference meetings Phone call and text messages Class dojo and RCA App Continue to strive to ensure families receive communication from school and teacher to support parent engagement to increase student learning.

• Parent Training

Curriculum Night, Literacy Workshop, Technology Workshop Parents are enjoying participating in parent trainings and learning resource to use at home.

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

• School

Teachers are ready to teach daily and prepared to actively engage students throughout the day. Ensure a safe and orderly school environment. Continue using strategies to strengthen school-parent partnership.

- **Students**

Attend school daily, prepared and ready to learn. Engage in the instruction that is happening in the classroom. Attend and actively engage in extended learning opportunities Arrive on-time for Science instruction Continue using strategies to strengthen school-parent partnership.

- **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. Ensure student participation in extended learning sessions Continue using strategies to strengthen school-parent partnership.

- **Staff Training**

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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: \$321,494.75

Acct Description	Description									
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will provide afterschool tutoring for 2-5 grade at-risk/struggling students to reinforce learning in ELA, Math and Science / Tentative start date is October 2025	15	\$37.00	3	2	12	Certified	Original	\$39,960.00	
	BT 517473 Amendment - Increasing funds for tutorial (86 hrs) / Certified Teachers will provide afterschool tutoring for 2-5 grade at-risk/struggling students to reinforce learning in ELA, Math and Science / Tentative start date is October 2025	1	\$37.00	1	86	1	Certified	Amendment	\$3,182.00	
Online subscription	Item						Quantity	Rate	Type	Total
	"Amira" iStation to reinforce Reading and Math concepts for students to use. Will also use it as formative assessments of student progress K-5. (School site license)						1	\$2,700.00	Original	\$2,700.00
	IXL to support math learning in grades 4-5 for students to use at school and home for remediation and enrichment- (School Site License)						1	\$3,200.00	Original	\$3,200.00
	iReady Tool Box to reinforce reading instruction by to provide more individualized lessons to support student learning in grades K-5. (school site license)						1	\$3,500.00	Original	\$3,500.00
	Penda Learning to support science learning in grades 3-5 for student use at school and home for remediation and enrichment - (School Site License)						1	\$5,000.00	Original	\$5,000.00

Acct Description	Description									
	Item BT 516019 Created budget line for Top Score - To support writing learning in grades 3-5 for student use at school	Quantity 1	Rate \$21,600.00	Type Budget Transfer						Total \$21,600.00
Out-of-system Tutors	Item Non-Certified, Degreed Out-of-System Temp Tutors will provide support during-the-day for at-risk/struggling students K-5 in ELA, Math, and Science through a push-in and/or pull-out model of support (Start date is Aug. 2025)	Quantity 2	Rate \$18.00	Days 5	Hours 6	Weeks 38	Certified Non-Certified	Type Original	Total \$41,040.00	
	Non-Certified Out-of-System Temp Tutors will provide support during-the-day for at-risk/struggling students K-5 in ELA, Math, and Science through a push-in and/or pull-out model of support (Start date is Aug. 2025)	5	\$15.00	5	6	38	Non-Certified	Original	\$85,500.00	
	BT 517473 Amendment 21 Decreasing OOS w/Degree in order to add 1 additional OSS w/o degree	1	-\$20,520.00	1	1	1	Non-Certified	Amendment	-\$20,520.00	
	BT 517473 Amendment 21 - Add one more Non-Certified Out-of-System Temp Tutors will provide	1	\$15.00	5	6	38	Non-Certified	Amendment	\$17,100.00	

Acct Description	Description																																												
	<table border="1"> <thead> <tr> <th data-bbox="411 214 848 272">Item</th> <th data-bbox="856 214 1003 272">Quantity</th> <th data-bbox="1003 214 1201 272">Rate</th> <th data-bbox="1201 214 1297 272">Days</th> <th data-bbox="1297 214 1411 272">Hours</th> <th data-bbox="1411 214 1528 272">Weeks</th> <th data-bbox="1528 214 1684 272">Certified</th> <th data-bbox="1684 214 1873 272">Type</th> <th data-bbox="1873 214 2022 272">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 279 848 542">support during-the-day for at-risk/struggling students K-5 in ELA, Math, and Science through a push-in and/or pull-out model of support (Start date is Aug. 2025)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	support during-the-day for at-risk/struggling students K-5 in ELA, Math, and Science through a push-in and/or pull-out model of support (Start date is Aug. 2025)																																		
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Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="411 561 1512 646">Item</th> <th data-bbox="1520 561 1667 646">Quantity</th> <th data-bbox="1667 561 1772 646">Rate</th> <th data-bbox="1772 561 1902 646">Type</th> <th data-bbox="1902 561 2022 646">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 652 1512 769">Headphones for student use during center, computer lab to support student learning K-5 (all content areas)</td> <td data-bbox="1520 652 1667 769">200</td> <td data-bbox="1667 652 1772 769">\$7.24</td> <td data-bbox="1772 652 1902 769">Original</td> <td data-bbox="1902 652 2022 769">\$1,448.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total	Headphones for student use during center, computer lab to support student learning K-5 (all content areas)	200	\$7.24	Original	\$1,448.00																													
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Resource Teacher	This Resource Teacher will provide support to at-risk/struggling students in grades K-5 for ELA, Math, and Science (in the science lab).																																												
Supplies	<table border="1"> <thead> <tr> <th data-bbox="411 919 1142 993">Item</th> <th data-bbox="1142 919 1289 993">Quantity</th> <th data-bbox="1289 919 1444 993">Rate</th> <th data-bbox="1444 919 1671 993">Supply Type</th> <th data-bbox="1671 919 1902 993">Type</th> <th data-bbox="1902 919 2022 993">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 1000 1142 1110">Copy paper to support delivery of instruction and student learning</td> <td data-bbox="1142 1000 1289 1110">65</td> <td data-bbox="1289 1000 1444 1110">\$40.00</td> <td data-bbox="1444 1000 1671 1110">General Supplies</td> <td data-bbox="1671 1000 1902 1110">Original</td> <td data-bbox="1902 1000 2022 1110">\$2,600.00</td> </tr> <tr> <td data-bbox="411 1117 1142 1221">Laminating paper to support delivery of instruction</td> <td data-bbox="1142 1117 1289 1221">4</td> <td data-bbox="1289 1117 1444 1221">\$55.00</td> <td data-bbox="1444 1117 1671 1221">General Supplies</td> <td data-bbox="1671 1117 1902 1221">Original</td> <td data-bbox="1902 1117 2022 1221">\$220.00</td> </tr> <tr> <td data-bbox="411 1227 1142 1338">Pens/pencils</td> <td data-bbox="1142 1227 1289 1338">1</td> <td data-bbox="1289 1227 1444 1338">\$9.75</td> <td data-bbox="1444 1227 1671 1338">General Supplies</td> <td data-bbox="1671 1227 1902 1338">Original</td> <td data-bbox="1902 1227 2022 1338">\$9.75</td> </tr> <tr> <td data-bbox="411 1344 1142 1448">Adjustment - benefits credit and final allocation.</td> <td data-bbox="1142 1344 1289 1448">1</td> <td data-bbox="1289 1344 1444 1448">\$3,142.00</td> <td data-bbox="1444 1344 1671 1448">General Supplies</td> <td data-bbox="1671 1344 1902 1448">Other</td> <td data-bbox="1902 1344 2022 1448">\$3,142.00</td> </tr> <tr> <td data-bbox="411 1455 1142 1529">BT 516019 Increasing line for items currently in the</td> <td data-bbox="1142 1455 1289 1529">1</td> <td data-bbox="1289 1455 1444 1529">\$344.00</td> <td data-bbox="1444 1455 1671 1529">General</td> <td data-bbox="1671 1455 1902 1529">Budget</td> <td data-bbox="1902 1455 2022 1529">\$344.00</td> </tr> </tbody> </table>									Item	Quantity	Rate	Supply Type	Type	Total	Copy paper to support delivery of instruction and student learning	65	\$40.00	General Supplies	Original	\$2,600.00	Laminating paper to support delivery of instruction	4	\$55.00	General Supplies	Original	\$220.00	Pens/pencils	1	\$9.75	General Supplies	Original	\$9.75	Adjustment - benefits credit and final allocation.	1	\$3,142.00	General Supplies	Other	\$3,142.00	BT 516019 Increasing line for items currently in the	1	\$344.00	General	Budget	\$344.00
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BT 516019 Increasing line for items currently in the	1	\$344.00	General	Budget	\$344.00																																								

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	SWP			Supplies	Transfer	
	BT 517473 Amendment 21 Increasing line for pencils	1	\$11.00	General Supplies	Amendment	\$11.00

Action Step: Professional Learning

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

Budget Total: \$24,109.00

Acct Description	Description									
Webinar /PL with Purchase	Item	Quantity	Rate					Type	Total	
	Top Score Training - Teachers in grades 3-5 will participate in Top Score Training to support delivery of instruction (Writing Digital Program - 8 Teacher Licenses and Professional Learning (PL)) / Date of training TBD	8	\$313.00					Original	\$2,504.00	
	BT 516019 Dissolving Line to increase classroom Top Score on line	8	-\$313.00					Budget Transfer	-\$2,504.00	
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Teachers in grades K-5 will work together to analyze student data, identify	35	\$25.00	1	2	6	Certified	Original	\$10,500.00	

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	needs of students, create action plans, create instructional calendars, and lesson plans to meet the needs of students in all content areas (ELA, Math, and Science). Meetings will take place during various dates throughout the year - Tentative start date is August 2025									
Stipends	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total		
	Certified Staff in grades PreK-5 will attend professional learning trainings outside of duty hours to learn best practices, standards-based instruction, and implementation of various curriculum in Reading/Language Arts, Math, Science, and Technology to meet the needs of all students. / Various dates throughout the year with a tentative start date of August 2025.	35	\$25.00	1	2	4	Original	\$7,000.00		
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Case of white copy paper to support collaborative planning, PLCs, and teacher training	10	\$40.00	General Supplies		Original	\$400.00			
	Ink (all colors) to print assessments reports to support collaborative planning	2	\$160.00	Technology		Original	\$320.00			

Action Step: Parent Engagement

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

Budget Total: \$4,787.00

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Refreshments for parent trainings in the PFEP	3	\$250.00	General Supplies			Original	\$750.00		
	Provide student agendas to support school-home communication (K-5)	1	\$2,300.00	General Supplies			Original	\$2,300.00		
	Case of white copy paper to support school-home communication	10	\$40.00	General Supplies			Original	\$400.00		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers to conduct parent-teacher conferences after contract hours, to build school-home partnership for student achievement - 1 night in the Fall of 2025 and 2nd night on Spring 2026	20	\$25.00	1	1	1	Certified	Original	\$500.00	
	Certified Teachers will support parent trainings per PFEP to increase parent engagement and student achievement in grades K-5	10	\$25.00	1	1	2	Certified	Original	\$500.00	

Mission Statement

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

Name	Title
Chanda Kinlaw	Principal
Mary Beth Decker	Assistant Principal
Saneca Hart	Recourse Teacher
Tiffany Whitaker	Math Coach
Domingo Perez	Parent
Bidalia Ramirez	Parent
Delfina Martin	Parent
Sonia Chaj	Parent
Maria Garcia	Parent
Delfina Perez	Parent

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

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

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

All stakeholders were invited to attend meetings to develop the CNA/SWP/PFEP. The CNA Leadership meeting took place January 2025, the Staff CNA meeting took place January 2025; and the Stakeholder meeting with parents and community took place February 2025 to develop the FY26 SWP/PFEP. Input from all Stakeholders was solicited in the development of the FY26 CNA/SWP/PFEP and it was recorded in the Recorded Templates. Continued input from all stakeholders will be solicited throughout parent engagement events and SAC Meetings. All stakeholders can be involved by taking part in the various committees, groups and meetings held monthly- PTO, SAC and Title One Workshops. All the school events are shared with parents through flyer, email and call-out.

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

During the CNA process, stakeholder input indicated that our Title One dollars should be used for staff to support parent trainings/conferences, agendas, and refreshments for parent trainings. 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	Reading/ Science Resource Teacher

Annual Parent Meeting

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

Northboro Elementary will hold a virtual Annual Title One Parent Meeting in 10/6/2025 @ 8:30AM. Parents will receive a call out, virtual flyer with the meeting link, as well as advertisement on the school web page. A specific date will be determined next school year.

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

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

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

We will use the PowerPoint provided by Title I Office, adding school specific information, sign-in sheets, evaluation forms, agenda, FY26 PFEP, and FY26 Compact.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effective Parent Conferencing

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

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

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

Teachers will be able to utilize effective engagement strategies to have the parent actively engage in the conference and their child's education, share information and resources for parents to support learning at home. Additional communication resources (RCA app) will be shared with the parent to assist them in seeing their students' accomplishments.

- What will teachers submit as evidence of implementation?

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

- Month of Training

September 2025

- Responsible Person(s)

Mary Beth Decker

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Barriers, obstacles and challenges families have in supporting their student

- 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, advocate for students, and effectively work with parents to support their child's learning. Staff will also share resources for support at home.

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

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

- What will teachers submit as evidence of implementation?

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

- Month of Training

October 2025

- Responsible Person(s)

Marjorie Aristide, Miguel Morales, Mary Beth Decker

Parent Trainings

1. Parent and Family Capacity Building Training #1

- 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 interact and develop an understanding for science concepts 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

August 28, 2025 for K2 and September 4, 3-5

- Responsible Person(s)

Saneca Hart, Mary Beth Decker

- Resources and Materials

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

- Amount (e.g. \$10.00)

250.00

3. Parent and Family Capacity Building Training #2

- 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

October 1, 2025

- Responsible Person(s)

Saneca Hart, Mary Beth Decker

- Resources and Materials

chart paper, markers, scissors, glue sticks, shaving cream, various materials that can be found in the home, handouts, copy paper, and refreshments

- Amount (e.g. \$10.00)

250.00

5. Parent and Family Capacity Building Training #3

- 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 math concepts 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 15, 2025

- 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, and refreshments

- Amount (e.g. \$10.00)

250.00

Coordination and Integration

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

- Name of Agency

Department of Multicultural Education

- Describe how agency/organization supports families.

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

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

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

- Frequency

November 2025

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

- Name of Agency

Food Bank of Palm Beach County

- Describe how agency/organization supports families.

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

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

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

- Frequency

Bi-monthly

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

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

Agency supports the families with school uniforms.

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

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

- Frequency

As needed throughout the school year.

Communication

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. Open house/curriculum night presentation, grade level goals per content area (in presentation), parent teacher conference notes

- 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, invitations to SAC and conferences, parent-teacher conference logs, report cards, 504, IEP or LEP meeting notes, & call-out log.

- Description

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

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

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

Accessibility

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

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

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

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 its progress is monitored at least every 2 weeks, using either an embedded progress monitoring tool from a research-based intervention or a curriculum-based measure. This intervention occurs for a minimum of 8-10 weeks prior to review. At this time, a decision is made to continue, modify, intensify or fade the level of support based on student response to the intervention. Depending on data, it may be determined that additional weeks of intervention are necessary prior to making any further decisions. It may also be decided that support needs to be increased to an "intensive level" (Tier 3).

Tier 3: At this level of "intensive" support, students receive interventions that target skill deficits. This may include any 2 of 3 modifications to the intervention: additional time, smaller group size and more narrow focus for intervention. The increase in intensity may also involve the level of training of the professionals providing instruction or intervention. This level of support must occur for a minimum of 8 weeks and must be progress monitored weekly with a curriculum-based measure. Upon review, it will be determined if students are making adequate progress. If so, intensive intervention may continue or be faded back to a supplemental level (T2). Student response will be reviewed again as determined by the team. Students who do not achieve the desired level of progress in response to these targeted interventions may then be referred for a comprehensive evaluation and considered for eligibility for special education services. To document implementation of these strategies and programs, our school will document implementation through parent conference notes. Students who are in need of additional support with behavior are submitted to SBT for interventions for Tier 2 and/or Tier 3 (mental health counseling, mentors, behavior contracts, etc.) and progress monitoring is used to determine student success and additional interventions for support as needed.

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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

1. Transition to Elementary School

Northboro is a public Montessori Magnet School that accepts students beginning at the age of 3. Our Magnet program enables Northboro to provide quality early learning opportunities in multi-age classrooms. Students in this setting are afforded an opportunity to develop Skills for Learning and Life (SLL) and academic that prepare them for success as they advance to kindergarten. Representatives from the school attend various community events and the annual recruitment fair to share the unique strengths, opportunities and goals of our program. Applications for lottery enrollment are made available for parents on-line as well as on-site in November 2025 through the end of January 2026. 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 2026, 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

1. Professional Development

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

Recruitment and Retention of Effective Educators

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.