
Title I Comprehensive Schoolwide Plan
FOREST HILL ELEMENTARY SCHOOL (0621)

ELA

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

1. List prioritized needs statements.

-The 2nd-grade proficiency scores for PM 2 are 49%, indicating a need for targeted interventions to address performance concerns. -The 2nd-grade proficiency scores for PM 2 are concerning, showing a decline compared to kindergarten (K) and 1st grade. K-2 Subgroups -The proficiency scores in ELA for English Language Learners (ELLs), specifically the LY subgroup, in kindergarten through 2nd grade are a concern, as they stand at 45% proficiency. Students with Disabilities (SWD) show the lowest proficiency at 42%, below the district average. This indicates a pressing need for targeted interventions and support to address the academic challenges both ELLs face, particularly the LY subgroup and SWD in these grade levels. 3-5 -In 3-5 ELA, a notable concern is observed in 3rd grade, with the highest percentage of students scoring Level 1 on progress monitoring. -There is a need to reduce the percentage of students categorized as Level 1 in 3rd grade ELA. Subgroups 3-5 -Examining subgroups in 3-5, a notable concern arises with English Language Learners (ELLs), where there is a significant increase in Level 1 students, reaching 75% -Students with Exceptional Student Education (ESE) follow closely with 60% of the students at Level 1. - Hispanic students exhibit underperformance compared to other ethnic groups, with 53% classified as Level 1 students.

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

Students: Students lack foundational skills and strategies, contributing to challenges (Due to opportunities to practice). Additionally, students lack effective English Language Learner (ELL) strategies, further complicating their learning experiences. Teachers K-2 -Misalignment of curriculum or instructional strategies between 1st and 2nd grade. -Insufficient differentiated instruction for diverse learning needs within the ELLs and SWD subgroups. -Insufficient language support strategies tailored to the unique needs of English Language Learners (ELLs) in early literacy instruction. 3-5 ELA -Limited collaboration and communication between primary and 3rd-grade teachers. -Insufficient alignment of curriculum and instructional methods across grade levels. -Inconsistent implementation of foundational skills -Limited emphasis on early literacy interventions in earlier grades. - Insufficient data-driven decision-making processes to identify specific intervention needs. -Not enough opportunities for professional development for teachers on effective intervention strategies. -Insufficient understanding of specific needs within subgroups. Parents: - Limited involvement of parents in their child's education, resulting in missed opportunities for reinforcing learning at home and advocating for their child's needs within the school community. -Families face barriers in accessing necessary resources, such as educational materials, technology, and community support services, hindering student learning and academic success. -Language and cultural differences between school staff and families contribute to misunderstandings and challenges in effectively supporting students' academic and socio-emotional needs, impacting parental involvement and student engagement.

3. Share possible solutions that address the root causes.

1-Opportunities for Staff Literacy SSCC leads Professional development Lead professional development sessions focused on literacy. Take the initiative in guiding educators through effective literacy strategies and methodologies. Lead daily Professional Learning Communities (PLC) sessions for K-5. Create a conducive environment for teachers to discuss and share their instructional practices. Facilitate collaborative discussions to enhance teaching methods and approaches. Guide teachers in interpreting data to inform instructional planning. Emphasizes the use of data to drive instruction and lesson planning. Collaboratively analyzes data with teachers during PLC sessions UFLI Professional Development Literacy SSCC leads Systems: Implements and monitors AVID systems across grades K-5. Focus on developing oral language and cooperative learning strategies through AVID methodologies. Ensures targeted planning and monitoring systems are in place for ELLs Establish a system for monitoring the usage of technology programs. Create a system to progress monitoring the technology programs Monitor lessons within technology programs to ensure effective utilization 2-Opportunities for Students Literacy SSCC provides opportunities for students. ELA Small Group Instruction: Delivers targeted small-group instruction. Focus on supporting ELLs students in English Language Arts (ELA). Tailors instruction to address the specific needs of target students. 3-Supporting the implementation of instructional Resources Supports teachers in the implementation of iReady magnetic lessons in the classroom. Ensures teachers are equipped with the necessary resources for effective magnetic lessons. IXL reading for 3-5 students to support reading comprehension Assists teachers in the implementation of iReady. Provides support to ensure effective utilization of iReady resources for student learning. Guides teachers in using decodable texts for literacy instruction. Supports the integration of phonics resources in both English and Spanish into classroom activities. Assists teachers in utilizing manipulatives for English Language Arts (ELA) to enhance decoding skills. Provides training on the effective incorporation of manipulatives to support decoding skills. IXL reading subscription iReady Magnetic Resources 4-Literacy SSCC leads to building a culture of a love for reading and writing Leads initiatives to build a culture of love for reading and writing. Focuses on fostering a positive attitude towards literacy. Implements reading incentives for students in grades K-5. Creates programs or rewards to motivate and encourage reading. Organizes reading events for students to reach their goals Hosts parent and family nights dedicated to literacy. Engages families in activities that promote reading and writing at home.

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

• Communication

Utilizes orange communication folders to facilitate daily communication between classes and parents. Sends home SOAR reports with students every Friday to update parents on student progress. Implements Class DOJO for teachers to communicate with parents about ELA-related matters effectively.

- **Parent Training**

Conducts parent training sessions to support ELA at home. Offers Literacy Nights focused on fluency in all domains based on the science of reading. Provides hybrid modes for families unable to attend in person.

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

- **School**

Establishes a Parent Resource Room for material pickup. Utilizes the Parent Resource Room to keep parents engaged and informed about fluency questions. Provides parent resources on how to track student progress. Offers incentives for students who complete iReady Lessons

- **Students**

Complete additional iReady lessons for homework. Work on fluency during ELA classes. Return weekly SOAR reports with parent initials at home. Return their iReady tracking sheet along with other materials.

- **Parents**

Attend and actively participate in parent/family nights focused on literacy. Support reading incentives at home by encouraging and monitoring reading habits. Collaborate with teachers to reinforce literacy strategies outside of the classroom. Spend time each day monitoring homework and iReady lessons with their child. Sign the SOAR reports and fluency passages. Return signed SOAR reports, fluency passages, and other materials to school on Mondays (or the next school day).

- **Staff Training**

Provides staff training to assist teachers in understanding how to engage and support parents/families in ELA activities at home.

- Accessibility

Physical Accessibility and Accommodations: Ensures physical accessibility and accommodations for families with disabilities. Collaborates with guidance counselors and ELL contacts to support homeless and migrant families. Ensures that school facilities are physically accessible to all, including those with mobility challenges. Provides ramps, elevators, or other accommodations to facilitate access for individuals with physical disabilities. Supporting Parents with Limited English Offers translation services or interpreters for parents with limited English proficiency. Provides translated materials and resources to support communication with parents. Holds language-specific workshops or sessions to address the unique needs of parents with limited English proficiency. Flexible Meetings: Offers flexible meeting schedules to accommodate parents' diverse commitments and availability. Utilizes virtual meeting platforms for remote or asynchronous participation. Provides options for one-on-one meetings, phone conferences, or other flexible formats to ensure accessibility for all parents.

Math

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

1. List prioritized needs statements.

K_2 Math The proficiency in math for 2nd grade is a concern, with only 68% demonstrating proficiency. There is a need to improve math performance at this grade level. Subgroup K-2 Students with Disabilities (SWD) show a proficiency rate of 58% in math. Addressing the specific needs of SWD in math is crucial to improve overall proficiency within this subgroup. Black students demonstrate a proficiency rate of 58% in math, highlighting a need for targeted strategies to address challenges and enhance mathematical skills within this ethnic group. 3-5 Math -The 4th-grade level has the highest percentage of Level 1 students in math, with 78%. There is a critical need to address and improve math proficiency at the 4th-grade level. -English Language Learners (ELLs), specifically the LY subgroup, demonstrate a Level 1 percentage of 61%. Targeted interventions are necessary to enhance mathematical skills within this subgroup. -Students with Disabilities (SWD) exhibit a Level 1 percentage of 63% in math. Addressing the unique needs of SWD is crucial to improving overall math proficiency within this subgroup. -Black students have a Level 1 percentage of 48%, indicating a need for specific strategies to address challenges and improve mathematical skills within this ethnic group.

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

Grades K-2: 1. Students have not mastered fluency of Math facts/skills in previous years due to lack of opportunities to practice 2. Students need to strengthen ELL strategies to support building Math skills. 3. Limited access for students to equitable advanced learning opportunities. 4.. Lack of exposure for diverse learners to advanced coursework, regardless of their ability. 5. Ineffective implementation of standards using manipulatives for student learning during instruction. 6. Inadequate opportunities to balance core instruction with secondary benchmark support. 7.. Lack of differentiated instruction in ELL strategies. 8. Absence of vertical planning among math teachers in K-5. 9. Weak foundational math skills, including number sense and fluency. 10. Inadequate depth of knowledge of standards for delivering strong core instruction. 11. Insufficient provision of enrichment opportunities for students. 12. Limited opportunities for students to practice foundational skills and fluency. Grades 3-5: 1. Inadequate depth of knowledge of standards for delivering strong core instruction. 2. Insufficient provision of enrichment opportunities for students. 3. Limited opportunities for students to practice foundational skills and fluency. 4. The 4th-grade level has the highest % of Level 1 students in math, at 78%. 5. English Language Learners (ELLs), specifically the LY subgroup, demonstrating a Level 1 percentage of 61%. 6. Students with Disabilities (SWD) exhibiting a Level 1 percentage of 63% in math. 7. Black students have a Level 1 percentage of 48%, indicating a need for specific strategies. 8. Students have not mastered fluency of Math facts/skills in previous years due to lack of opportunities to practice 9. Students need to strengthen ELL strategies to support building Math skills. Parents - Limited involvement of parents in their child's education, resulting in missed opportunities for reinforcing learning at home and advocating for their child's needs within the school community. -Families face barriers in accessing necessary resources, such as educational materials, technology, and community support services, hindering student learning and academic success. - Language and cultural differences between school staff and families contribute to misunderstandings and challenges in effectively supporting students' academic impacting parental involvement and student engagement.

3. Share possible solutions that address the root causes.

1-Opportunities for Staff Math SSCC leads Professional development Lead professional development sessions focused on math. Take the initiative in guiding educators through effective mathematical strategies and methodologies. Lead daily Professional Learning Communities (PLC) sessions for K-5. Create a conducive environment for teachers to discuss and share their instructional practices. Facilitate collaborative discussions to enhance teaching methods and approaches. Guide teachers in interpreting data to inform instructional planning. Emphasizes the use of data to drive instruction and lesson planning. Collaboratively analyzes data with teachers during PLC sessions Math SSCC leads Systems: Implements and monitors AVID systems across grades K-5. Focus on developing oral language and cooperative learning strategies through AVID methodologies. Ensures targeted planning and monitoring systems are in place for ELLs Establish a system for monitoring the usage of technology programs. Create a system to progress monitoring the technology programs Monitor lessons within technology programs to ensure effective utilization. 2-Opportunities for Students Math SSCC provides opportunities for students. Math Small Group Instruction: Delivers targeted small group instruction. Focuses on supporting ELLs students in Math. Tailors instruction to address the specific needs of target students. 3-Supporting the implementation of instructional Resources Supports teachers in the implementation of resources such as IXL, Reflex, Frax, and Flocabulary and iReady Magnetic Math. Ensures teachers are equipped with the necessary resources for effective differentiated instruction utilizing different resources . Assists teachers in the implementation of IXL, Reflex & FRAX. Provides support to ensure effective utilization of iReady resources for student learning. Guides teachers in using spiral review to support front loading and reteaching standards throughout the year. Assists teachers in utilizing manipulatives for Math to enhance concrete understanding for students. Provides training on the effective incorporation of manipulatives to support standards 4-Math SSCC leads to build a culture of a love for Math Leads initiatives to build a culture of love for math Focuses on fostering a positive attitude towards math. Implements math incentives for students in grades K-5. Creates programs or rewards to motivate and encourage math. Organizes math events for students to reach their goals Hosts parent and family nights dedicated to math. Engages families in activities that promote math at home Opportunities for Teachers: Actively engage in professional development opportunities provided. Collaborate with Math SSCC in data interpretation and planning. Utilize recommended resources, such as fluency materials and manipulatives, in classroom instruction. Participate in math incentives, fluency competitions, and encourage a love for math among students. Opportunities for Parents/Families: Attend and actively participate in parent/family nights focused on literacy. Support math incentives at home by encouraging and monitoring mathematical habits. Collaborate with teachers to reinforce math strategies outside of the classroom. Opportunities for School Administration: Provide necessary resources and support for professional development. Allocate funding for the implementation of literacy programs and incentives. Foster a positive environment that promotes a culture of love for math. Opportunities for Community Partners: Collaborate with the school to provide additional literacy resources. Offer support for community events related to math initiatives. Contribute to math programs or competitions by providing incentives or sponsorship.

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

- **Communication**

Communication-with families Classes will use the orange communication folders to send home daily with students. Students will take home SOAR reports on Fridays Teachers will utilize Class DOJO to communicate with parents.

- **Parent Training**

Parent Trainings-to support Math at home, Parent Trainings will be offered to support parents/families as they work with their students at home (Math) Math Nights (with translators present) for families to receive materials and learn to use math games and manipulatives to practice skills at home

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

- **School**

The school will provide materials for math games and manipulatives to use at home.

- **Students**

Students will work on math fluency at home daily according to their grade level/needs. Students will practice standards at home through adaptive technology.

- **Parents**

Parents will attend math family nights and events planned for the school year

- **Staff Training**

Staff Training- to assist teachers in understanding how to better engage families. Staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (Math) PD for staff (each trimester) to teach families to utilize resources and strategies for math fluency and number sense.

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work Parent liaison, Guidance counselors, and ELL Coordinator will continue working closely with families to support Homeless/ Migrant Families. Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families)

Science

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

1. List prioritized needs statements.

-41% of black students scored a level 1 on 5th-grade science -33% of English Language Learners (ELLs) scored Level 1 on 5th-grade science. - Students with Exceptional Student Education (SWD) were at 38%

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

-Students lack foundational skills in science. -Small group instruction is needed. -Disparities in access to science resources, hands-on experiences, or tailored instructional strategies for Black and ELLs students. -Limited language support and accommodations in science instruction for English Language Learners (ELLs) -Lack of differentiated instruction and accommodations to address the diverse learning needs of Students with Exceptional Student Education (SWD) in science - Lack of adaptive technology for K-5 - Not enough opportunity for our K-4 students to engage in explicit science instructions. Only in the lab once every six weeks. - Limited involvement of parents in their child's education, resulting in missed opportunities for reinforcing learning at home and advocating for their child's needs within the school community. -Families face barriers in accessing necessary resources, such as educational materials, technology, and community support services, hindering student learning and academic success. -Language and cultural differences between school staff and families contribute to misunderstandings and challenges in effectively supporting students' academic impacting parental involvement and student engagement.

3. Share possible solutions that address the root causes.

- Cross-curricular connections with project-based Learning, including fine arts. - Keep the Science Lab for 2-5 grade - Generation Genius (adaptive technology) purchases for 5th grade to engage students through videos, instruction, and lab demonstrations based on science standards. - IXL (adaptive technology) purchase for 4th & 5th offers standards-based lessons for students to be enriched or to enhance learning through adaptive technology based on the standards taught in class. - Professional development on ESOL strategies for our K-5 teachers

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

• Communication

Classes will use the orange communication folders to send home daily with students. Students will take home SOAR reports on Fridays Teachers will utilize Class DOJO to communicate with parents

• Parent Training

Parent Training will be offered to support parents/families as they work with their students at home (Science) STEAM Nights (with translators present) for families to receive materials and learn to use games and science manipulatives to practice skills at home

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

• School

Communication-with families Classes will use the orange communication folders to send home daily with students. Students will take home SOAR reports on Fridays Teachers will utilize Class DOJO to communicate with parent.

• Students

Students will use composition notebooks in 4th and 5th grade to demonstrate their learning and take interactive and organized notes.

• Parents

Parents will support classroom learning by attending STEAM night.

• Staff Training

PD for staff (each trimester) to teach families to utilize resources and strategies for science. Staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (Science)

• Accessibility

Guidance counselors, and ELL Contact will continue working closely with families to support Homeless/ Migrant Families. Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families)

Action Step: Classroom Instruction

Provide explicit standards based instruction that meets the full rigor of the standards in all content areas delivered through data driven whole group and small group instruction to improve student achievement.

Budget Total: \$279,056.35

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Magnetic Alphabet Letters & Number Magnets - English & Spanish (4 sets)	5	\$49.74	Manipulatives	Original	\$248.70
	Composition Notebooks, 200 pages (pallet)	1	\$1,399.00	General	Original	\$1,399.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies		
	Copy paper	20	\$44.61	General Supplies	Original	\$892.20
	Easel pads (packs of 4)	5	\$105.59	General Supplies	Original	\$527.95
	Dry Erase Lapboards (42 Pack)	10	\$62.99	General Supplies	Original	\$629.90
	AVID Supplies	1	\$13,206.37	Program Supplies	Original	\$13,206.37
	Classroom Magnetic Letters Kit (234 Pcs) with Double-Side Magnet Board	10	\$23.89	Manipulatives	Original	\$238.90
	Jumbo Magnetic Base Ten Blocks for Math (131 PCS)	24	\$22.97	Manipulatives	Original	\$551.28
	Marker Dry Erase with eraser caps black (72 per box)	35	\$9.99	General Supplies	Original	\$349.65
	Math Manipulatives K-5	1	\$9,500.00	Manipulatives	Original	\$9,500.00
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$573.40	General Supplies	Original	\$573.40
	BT 489315- Reallocated the allocation differential and classroom supplies funds to cover additional cost of the iXL site license and Flocabulary	-1	\$2,850.00	General Supplies	Budget Transfer	-\$2,850.00

Acct Description	Description										
	Item			Quantity	Rate		Supply Type		Type	Total	
	Amend 9- Allocated additional funds to purchase additional classroom supplies listed on the SWP			1	\$51.00		General Supplies		Amendment	\$51.00	
Out-of-system Tutors											
	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Non-certified tutors will provide push-in support for small group instruction in ELA grades 3-5. Will begin in August.		2	\$15.00	5	6	36	Non-Certified	Original	\$32,400.00	
	Non-certified tutor will provide push-in support for small group instruction in Math grades K-2. Will begin in August.		1	\$15.00	5	6	36	Non-Certified	Original	\$16,200.00	
	Non-certified tutors will provide push-in support for small group instruction in ELA grades K-2. Will begin in August.		2	\$15.00	5	6	36	Non-Certified	Original	\$32,400.00	
Tutorial											
	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified staff will provide after-school tutorial for all students in grades 3-5 in Math and Science to remediate classroom concepts. Will begin in September.		10	\$37.00	3	1.5	14	Certified	Original	\$23,310.00	
	Certified teachers will provide a summer tutorial for all grades 2-5 students in ELA and Math to remediate classroom concepts. Will begin in June.		8	\$37.00	4	4	2	Certified	Original	\$9,472.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide a Saturday tutorial for students in 5th grade Science to remediate classroom concepts. Will begin in January.	2	\$37.00	1	4	10	Certified	Original	\$2,960.00
	Certified teachers will provide a Spring Break tutorial for grades 2-5 students to remediate classroom concepts in ELA, Math, and Science. Will begin in March.	4	\$37.00	4	4	1	Certified	Original	\$2,368.00
	Amend 9- Reduced 126 hours from the Afterschool Tutorial to cover Write Score cost increase (BT 489841)	-1	\$4,662.00	1	1	1	Certified	Amendment	-\$4,662.00
Online subscription	Item					Quantity	Rate	Type	Total
	Flocabulary K-5 for all content areas hip-hop based vocabulary system to help with vocabulary acquisition. (site license - 850 students)					1	\$2,600.00	Original	\$2,600.00
	Reflex and Frax Bundle will be used for targeted students in grades 2-5 to supplement standards-based math instruction as an intervention. (site license - 600 students)					1	\$4,795.00	Original	\$4,795.00
	Generation Genius will be used to reinforce Science content using the video subscriptions. lesson plans, teacher guides, discussion questions, vocabulary, and quizzes that are available with English & Spanish subtitles. (2 site licenses serving 150 students)					2	\$125.00	Original	\$250.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	IXL will be used as a supplement to plan standards-based lessons, assessments, and practice for 3rd-5th grade students in ELA and Math. (site license - 400 students)	1	\$4,656.00	Original	\$4,656.00
	IXL license to be used for Science remediation in grade 5 for 130 students.	1	\$1,800.00	Original	\$1,800.00
	BT 489315- Reallocated the allocation differential and classroom supplies funds to cover additional cost of the iXL site license and Flocabulary	1	\$2,850.00	Budget Transfer	\$2,850.00
	Amend 9- Added Write Score which will be used by all students in grades 4-5 to reinforce BEST standards in writing.	1	\$6,226.00	Amendment	\$6,226.00
Resource Teacher	Math Resource Teacher will provide small group instruction for students in grade 3-5 by targeting L25 student and skill deficiencies through both a push-in and pull-out model.				
Resource Teacher	Science Resource Teacher will provide push-in support for 5th grade science classes.				

Action Step: Parent & Family Engagement

Grade-level parent trainings will be offered every trimester to support parents' understanding of standards and model strategies for academic support at home through consistent communication.

Budget Total: **\$6,655.50**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	2 Pocket Folder (cases of 25) Orange	45	\$36.82	General Supplies	Original	\$1,656.90
	Anchor Chart Paper (24' x 32") - case of four	15	\$76.55	General Supplies	Original	\$1,148.25
	Cardstock	150	\$15.82	General Supplies	Original	\$2,373.00
	Marker Flip (pack of 8)	25	\$11.54	General Supplies	Original	\$288.50
	Marker Dry Erase (12 per box)	30	\$8.06	General Supplies	Original	\$241.80
	Pencils Wood #2, Pre-Sharpened 48 in a Pack	31	\$3.45	General Supplies	Original	\$106.95
	Copy paper (case)	15	\$44.61	General Supplies	Original	\$669.15
	HP 962XL toners (one for each color)	5	\$33.42	Technology	Original	\$167.10
	Allocation differential per survey 3 data adding adding paper, colored paper, pencils, pens, markers, cardstock	1	\$3.85	Technology	Original	\$3.85

Action Step: Professional Development

Conduct ongoing professional development opportunities that will build expertise in curriculum, support the implementation of best practices, utilize data to drive instruction, and plan and implement professional development activities.

Budget Total: \$244,203.65

Acct Description	Description					
Single School Culture Coordinator	Single School Culture Coordinator will support systems for Math and Science in academics, behavior, and climate/culture to support K-5 teachers with data analysis, the delivery of standards-based instruction, and more.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper (case)	5	\$44.61	General Supplies	Original	\$223.05
	Cardstock	15	\$15.82	General Supplies	Original	\$237.30
	Anchor Chart Paper (24' x 32") - case of four	8	\$52.79	General Supplies	Original	\$422.32
	Marker Dry Erase (12 per box)	50	\$8.08	General Supplies	Original	\$404.00
	Marker Flip Chart	45	\$13.59	General Supplies	Original	\$611.55
	HP 962XL toners (one for each color)	20	\$33.42	Technology	Original	\$668.40
	Smead File Folders (box of 100), 2 of each color: green, blue, yellow, red, purple	10	\$22.72	General Supplies	Original	\$227.20
	Pencils Wood #2, Pre-Sharpened (48 in a Pack)	13	\$2.91	General Supplies	Original	\$37.83

Acct Description	Description																																				
Single School Culture Coordinator	Single School Culture Coordinator will support systems for reading and writing in academics, behavior, and climate/culture to support K-5 teachers with data analysis, planning for the delivery of standards-based instruction, and more.																																				
Teacher Collaboration	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Lead teachers and grade chairs will work together to plan for the school year by creating a focus calendar and plan the PD schedule and presentations for the year. (July 29-Aug 02, 2024)</td><td>10</td><td>\$25.00</td><td>5</td><td>7.5</td><td>1</td><td>Certified</td><td>Original</td><td>\$9,375.00</td></tr></table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Lead teachers and grade chairs will work together to plan for the school year by creating a focus calendar and plan the PD schedule and presentations for the year. (July 29-Aug 02, 2024)	10	\$25.00	5	7.5	1	Certified	Original	\$9,375.00									
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Travel out-of-state	<table><tr><th colspan="5">Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr><tr><td colspan="5">Transportation to conference site - Uber</td><td>1</td><td>\$200.00</td><td>Original</td><td>\$200.00</td></tr><tr><td colspan="5">High-Impact TEAMS in a PLC at Work® Institute to develop research-based strategies that will be used to support teachers during PLCs. Pasadena, California - (November 13-15, 2024) 1(Registration - \$799, Transportation - \$800, Lodging - \$343.50, Per Diem - \$72)</td><td>1</td><td>\$4,029.00</td><td>Original</td><td>\$4,029.00</td></tr></table>										Item					Quantity	Rate	Type	Total	Transportation to conference site - Uber					1	\$200.00	Original	\$200.00	High-Impact TEAMS in a PLC at Work® Institute to develop research-based strategies that will be used to support teachers during PLCs. Pasadena, California - (November 13-15, 2024) 1(Registration - \$799, Transportation - \$800, Lodging - \$343.50, Per Diem - \$72)					1	\$4,029.00	Original	\$4,029.00
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Mission Statement

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

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

- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Forest Hill Elementary Title I Parent and Family Engagement's mission is to empower parents and families to support their children's academic and social-emotional development from early childhood through their school years. In order to develop and strengthen parent, family, and school partnerships we will offer parental training and encourage home and school active participation. Forest Hill Elementary promises a collaborative environment that nurtures a love of learning while celebrating diversity both equally and uniquely.

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
Francisneyddy Martinez-Soto	SAC Chair
Karis Sullivan	SAC Vice-Chair
Scott McNichols	Principal
Leah Rock	Asst Principal
Aida Del Collado	SSCC
Emmanuel Eloison	Professional School Behavioral Health
Courtney Prieto	SBT Leader
Joy Siedman	AVID Coordinator
Jenna Pomeroy	SSCC
Nalia Franklin	Math Coach
Gabriel Montanez	Parent
Erica Henn	Junior Achievement
Eric Vanderhall	Arts 4 All/Stakeholder
Iris Rodriguez	Parent
Geniene Casanovas	Parent
Zaidelirys Dos Santos	SAC Secretary

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

The procedure for selecting PFEP members was created by requesting volunteers as well as principal selection. SAC members are selected from the group of people who attended that represent the culture and population of the school. The members also had an opportunity to meet with all grade chairs and staff to include any other recommendations or share any concerns that would impact the plan. The identified team then collected the information which was added to the plan.

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

February 6, 2024: CNA Leadership Team met to create the SWOT Analysis to share out with the staff and stakeholders. February 13, 2024: CNA Leadership Team presented the SWOT Analysis to the staff and collected feedback. February 26, 2023 (3:30 pm): CNA Leadership Team presented the SWOT Analysis to the stakeholders and collected feedback.

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

A survey that reflects topics discussed during parent conferences, parent meetings, SAC meetings, and PTO meetings will be shared with stakeholders after CNA presentation. During the CNA, feedback was given about purchasing technology for students for the school year. It was also discussed that funding would be used for the resource teachers as well as for tutorials. This would support instruction for students in all our high needs' areas. In addition, supplies will be purchased to support parent trainings and events throughout the schoolyear so that parents can learn how to assist their children at home.

Name	Title
Francisneyddy Martinez-Soto	SAC Chair
Scott McNichols	Principal
Leah Rock	Asst Principal
Aida Del Collado	SSCC
Emmanuel Eloison	Professional School Behavioral Health
Zaidelirys Dos Santos	SAC Secretary
Jenna Pomeroy	SSCC

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?

October 10, 2024 @ 3:30pm in the Media Center

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

We will notify parents, teachers, and the community of the annual meeting by using the marquee, parent call-out, ClassDojo, and flyer invitation.

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

Resources needed for the annual meeting include the invitation, agenda, sign-in, handouts, parent evaluation, FY25 PFEP, School-Parent Compact and a PowerPoint presentation.

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

Using Technology Programs at School & Home

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

Teachers will be trained on technology programs (iReady/IXL) to practice/improve Math & Reading skills.

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

Parents will be able to assist their children to use these programs at home.

- What will teachers submit as evidence of implementation?

Evidence will include data showing student usage with the technology programs as well as data for student mastery of skills. Teachers will also provide parent/teacher conference notes where programs were explained to parents and a daily/weekly goal for usage & mastery was provided.

- Month of Training

September

- Responsible Person(s)

Single School Coordinators for ELA & Math

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

- 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 Conferences

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

Explain to parents about testing requirements for all content areas and test taking strategies to improve comprehension

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

Parents will help their child with ELA & Math strategies at home.

- What will teachers submit as evidence of implementation?

Conference notes sharing data for Math & ELA test scores and strategies to help students answer questions, comprehend questions.

- Month of Training

February

- Responsible Person(s)

SSCC and Coaches

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

- 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 (ELA) Night

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

Hands on phonics, fluency, comprehension, and writing activities/strategies to help parents work with children at home.

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

Hands-on rotations/games will be stationed around the cafeteria for parents to practice skills/strategies with their children

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

Student achievement in ELA will improve with continued reinforcement of skills at home.

- Date of Training

October 2024

- Responsible Person(s)

Literacy Coaches

- Resources and Materials

Games, manipulatives, writing prompts, white boards, markers, highlighters

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Night

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

Math fluency activities will be shared to practice at home.

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

Hands-on rotations/games will be stationed around the cafeteria for parents to practice skills/strategies with their children

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

Student achievement in Math will improve with continued reinforcement of skills at home.

- Date of Training

Jan 2025

- Responsible Person(s)

Math SSCC

- Resources and Materials

Math games, manipulatives, white boards, markers

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

STEM Night

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

To support students learning at home, parents will be able to learn how to use hands-on activities and experiments at home with their children to motivate their learning for science and increase the project-based learning opportunities for our students.

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

Stations will be set up around the cafeteria for parents and children to practice science skills.

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

Student achievement in Science will improve with continued reinforcement of skills at home.

- Date of Training

March 2025

- Responsible Person(s)

Science Lab and STEM Lab teachers

- Resources and Materials

manipulatives, experiments, games

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Coordinates ESOL curriculum and materials, Dual Language resources, online ESOL presentations, and Professional Development. They support families by sharing information to increase school-parent partnerships, and providing training to build parent capacity to help learning at home.

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

ESOL Parent Meeting Department of Multicultural Parent Newsletter Emails regarding events

- Frequency

Ongoing

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

- Name of Agency

Junior Achievement from Palm Beach Atlantic University

- Describe how agency/organization supports families.

Junior Achievement brings volunteers from the community into the classroom to deliver proven, hands-on programming on financial literacy, work readiness, and entrepreneurship that inspires students to understand the opportunities provided by education. JA learning resources are available in a variety of formats including games and interactive activities students take home and share with their parents. JA will also provide holiday gift donations for our students to help parents financially during the holiday season.

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

emails, schedules for lessons, donation schedule

- Frequency

Ongoing

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

- Name of Agency

Kids Community Closet-National Council of Jewish Women

- Describe how agency/organization supports families.

Supplies students with uniforms and accessories. This supports families since they can use funds needed for supplies to meet other family needs instead.

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

Emails with partnership agency Photos of distribution Conference notes with parents

- Frequency

Ongoing

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

FHE will provide parents with timely information about Title I programs by using a display of meetings via texts, flyers, invitations, parent-link-calls, videos, and a student communication folder. This will support the following meetings: Annual Title I meeting, monthly SAC meetings, ongoing parent conferences, and parent training.

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

Flyers, parent links, website, videos, newsletters, class dojo, School-Parent Compact, PFEP summary, Parent's Right to Know Letters, SAC meeting agendas, open house/curriculum night presentation.

- Description

Forest Hill Elementary School will inform parents and families about standards, curriculum, and expectations through weekly SOAR reports, parent conferences, progress reports and report cards, and curriculum night.

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

Flyers, parent links, website, curriculum nights PowerPoint presentation, newsletters, classdojo, parent-teacher conference notes

- Description

Forest Hill Elementary School will inform parents and families about academic assessments through weekly SOAR reports, parent teacher conference notes, progress reports and report cards, curriculum night, SIS, and state assessment reporting letters.

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

Flyers, website, curriculum nights PowerPoint presentation, newsletters, class dojo, state reporting letters.

- Description

Forest Hill Elementary will inform parents and families of opportunities to participate in educational decision-making for their children through parent conferences, phone calls, texts, communication folders, and class dojo.

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

Conference notes, agendas, flyers, newsletters

- Description

The school will conduct flexible community/parent meetings by offering meetings at varying days of the week and times. Meetings will also be recorded and shared via email so that families can view them at their desired times, too. Wellness home visits are conducted at various times during the day for attendance concerns. Conferences can be conducted, via Google Meets, in person, or by phone. Conference notes will include time of meeting (before, during or after school). Translation in the home language will be provided.

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

Community Language Facilitators translations, documentation in multiple languages, agendas, invitations, conference notes including time of meeting (before, during, or afterschool), home visit logs with time indicated, letters/call outs inviting parents to sign up for a conference at a convenient time.

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

In order to provide accommodations for parents with limited English proficiency, the CLFs will attend meetings and conferences as needed. Meetings, trainings, and development will be led in parents' native languages. Meetings will occur via Google Meets or in-person. All communication will be translated in the parent's native language.

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

Agendas, digital newsletters, conference notes, CLF (Spanish & Creole) available at meetings to support translation

- Description

In order to provide disability accommodations for parents, the school building is ADA accessible. We will survey special needs parents that may need extra accommodations. We have wheelchair ramps available as well as an elevator. Home visits, Google meets and phone conferences can be scheduled as well.

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

Photos of handicapped parking spaces and elevator

- Description

Administration, CLFs, and guidance counselors will meet with families to ensure that they feel welcomed and to let them know that we are here to help, however possible. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory families. The school will provide home visits as needed to share information and connect families with the migrant program available in the the district. The school will offer migrant families the opportunity to be enrolled in the Dual Language program.

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

MEP pamphlet, Dual Language pamphlet

- Description

Meeting times will be considered to meet the needs of these families. Staff will provide all of the necessary uniforms and school supplies to support these families. Also, we will ensure that these students are signed up for free/reduced lunch and that families are aware of the free breakfast program. Flyers, marquee announcements, newsletters, and agendas will keep these families informed of the daily, weekly and monthly events. School personnel will assist families in setting them up with the McKinney-Vento program if needed.

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

conference notes (1051), SBT notes, email correspondence

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

Through our Morning Meeting we utilize Skills for Learning & Life (SLL) which leads to youth and adults achieving academic, post-secondary, career and life success. SLL strengthens teaching and learning of academic content, builds confidence, supports mental health, and enables youth and adults to overcome challenges. We also have an in-house mentoring program that focuses on targeted students who need strong and positive role models. The school has a successful working relationship and has partnered with Chrysalis and the Department of Children and Family Services to provide assistance at home. FHES supports SWPositive Behavior Support by creating universal goals and expectations. Each class creates positive reinforcement system that aligns with creating a positive environment. Each class conducts a morning meeting, in which students discuss positive strategies to implement during the day for success. AVID implementation: AVID teaches skills and behaviors for academic success, provides intensive support for strong student/teacher relationships, creates a positive peer group for students, develops a sense of hope for personal achievement gained through hard work and determination. Fine Art Mentor Program: Each week, each Fine Arts teacher pulls a group of targeted students to mentor utilizing the arts program. Guidance counselors provide small group opportunities for targeted students struggling with social-emotional issues. Guidance Counselors and our Mental Health Professional provides mentoring for students who need 1-1 support.

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

FHE has a School-Based Team (SBT) that meets weekly to discuss identified students who are demonstrating a deficiency in academics and/or social behavior. SBT is comprised of Admin., SSCC, Academic Coach, SLP, School Psych., ESE Contact and classroom teachers. All students receive Tier 1 support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. Tier 1 mirrors core instruction in all classrooms while Tier 2 is tailored towards the individual needs of each student. Tier 2 begins immediately when the teacher(s) notice that Tier 1 is not as effective as it should be. This additional instructional support for students is 30 additional minutes through a push-in model. A team convenes and studies the child and his/her progress, diagnostics, scores, data and all relevant information to the specific child. The team reconvenes and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention (Tier 3). Tier 3 Implementation: students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. This additional instructional support for students is 30 additional minutes through a pull-out or push-in model. Supplemental Academic Instruction (SAI) occurs in grades 2nd and 3rd with two separate staff members. There is a balance of support ranging from a push-in model and pull out model. Other support personnel, both ESE and ESOL, follow a collaborative model of support. FHE also hires academic tutors that push in to support all grade levels and all content areas.

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

Forest Hill Elementary prides itself in being a full service site for the community. The FHE campus is an ASD and EBD cluster site for our community and neighboring schools. We also host a gifted program, Dual Language program, SECME, Multicultural Club, after-school, academic games club, math club, science club, before and after school tutorial and enrichment programs. Students participate in core classes that are supplemented through a Fine Arts Wheel that consist of a seven week rotating schedule where students are afforded opportunities in guidance, art, music, science/STEM and math. FHE ensures that teachers provide effective instruction that is aligned to grade level standards by conducting weekly common planning meetings. During common planning teachers have the opportunity to analyze data to determine the needs for instruction and that meets the rigor of the standard. Teachers are able to plan rigorous lessons together and reflect on instructional needs.

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

Students and families at Forest Hill participate in several, year long activities that highlight college and career options. Through our AVID Site Team & Guidance Department, College & Career Week activities provide academic and career options available. Our Guidance Counselor is on the Fine Arts wheel, allowing her to service all students through a seven week rotating schedule. FHE also hosts feeder pattern schools in the area to provide a hands-on, interactive look at options within the community.

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

FHE hosts one ESE/VPK Unit on campus, servicing the local community. Our full-time VPK class is integrated into the K-5 functions of the school. Our VPK students participate in all the school events, inclusive of assemblies, special PTA events, and reading partnerships with other classes, just to name a few. Forest Hill Elementary invites incoming Kindergarteners to our round-up where families are encouraged to tour the campus and K classrooms, review school program details, make choices on programs, sign up for library cards and other free community services. A presentation by K teachers includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer be prepared for the start of Kindergarten. Kindergarten Readiness programs run the summer prior to school beginning to bridge the gap of VPK/Pre-K and Kindergarten.

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

Forest Hill Elementary hosts on-going professional development for all staff members throughout the year. Teachers participate in grade level common planning as well as Professional Development (PD) that are dedicated to improve delivery of instruction and the use of data to support instructional decisions. Grade level common planning are scheduled weekly. During common planning, teams can request/have specialized professional development customized to their needs/grade level/content. Instructional rounds are conducted in-house at the beginning of the school year. Through that data analysis, FHE creates its “Problem of Practice” and ‘Wildly Important Goal’. This drives our work in support of classroom instruction. Teachers engage in collaborative planning, book/article study, and professional discussions to inform their teaching. Common planning meetings are supported by the instructional coaches/resource teachers. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. All new and newer teachers to FHES participate in the Educator Support Program (ESP). The Educator Support Program (ESP) is the School District of Palm Beach County’s formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around Palm Beach Model of Instruction (PBMI). We also offer a vast amount of personalized professional development while working closely with regional support services as well as district support services such as the multicultural department, curriculum, safe-schools, etc.

Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Our school's administration strives to recruit and retain high qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Region Office, Word of Mouth, and Pay for performance Marketing of our unique school and programs offered, mentorship programs in-house, peer/buddy, etc. FHES participates in local job fairs and has a marketing committee. We utilize the Haberman Starr Teaching Interview format for candidate selection. We are currently partnering with FAU to offer AIT's an opportunity on our campus. Teachers have the opportunity to receive support through the use of an admin conference, grade chair, coaches, collaborative planning time, and committees to support their professional growth.